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THE

CALIFORNIA TEACHER.

JULY, 1871.

Vol. IX. SAN FRANCISCO. No. 1.

COURSE OF STUDY

FOR CERTAIN GRADES OF THE PUBLIC SCHOOLS OF SAN FRANCISCO.

EIGHTH GRADE.

SECTION 11. *Arithmetic.*—Counting, reading and writing numbers to 100; lessons illustrated by the use of the numeral frame; Roman numerals in connection with the reading lessons; adding small numbers.

Reading and Spelling.—Charts from I to VI; First Reader; spelling from the charts and readers, orally.

Writing.—Script letters and easy capitals.

Oral Lessons.—The five senses, their organs and use; common objects; conversational lessons on domestic animals; primary and secondary colors.

Vocal Music.—Singing, *by rote*, the exercises given in "Mason's National Teacher," Chapter Fourth; the ascending and descending scale sung by the scale names, and by syllables.

Singing, *by rote*, four songs from the First Music Reader. Time—at least ten minutes, daily.

SEVENTH GRADE.

SEC. 12. *Arithmetic.*—Addition and subtraction of small numbers; Text-Book to Lesson Fifty.

Reading and Spelling.—Second Reader; spelling of tabulated words at the head of each reading lesson; writing from dictation one paragraph from a reading lesson, weekly; copying from the open Reader,

once in two weeks, a lesson as an exercise in spelling, punctuation and capitals. Primary Speller to Lesson Fifty.

Writing.—On slates and blackboards; pens and paper used in classes provided with desks ; capitals and small letters.

Oral Lessons.—Color chart ; common plants, Chart XXI; conversations on wild animals.

Geography.—Through the United States to Lesson Twenty-nine. The whole to be *read;* the map questions studied and answered with open book, and about one fourth, including important points, to be memorized.

Reading and Spelling.—Third Reader ; spelling of tabulated words at the head of each reading lesson; dictation of paragraphs to be written, weekly; abbreviation of words usually abbreviated, as they occur in the Reader.

Primary Speller, to Lesson Ninety, omitting from Lesson Seventy-eight to Eighty-four.

Oral Lessons.—Plane figures ; lines and angles, from the chart; color chart ; conversational lessons on common articles which are eaten and worn.

SIXTH GRADE.

SEC. 13. *Arithmetic.*—Multiplication and Division, using a single figure for the multiplier or divisor ; Text-Book, to Lesson Ninety.

Language.—Naming nouns, adjectives and articles in the reading lessons ; correcting common grammatical errors ; practice in the use of capital letters ; short abstracts of easy reading lessons, as a preliminary to original compositions ; copying from the Reader, lessons, or parts of Lessons, to cultivate the habit of correct spelling, punctuation. and use of capital letters.

FIFTH GRADE.

SEC. 14. *Arithmetic.*—Mental and written combined. Multiplication and Division. Easy lessons in fractions, and the tables of Denominate Numbers. Text-Book completed.

Language.—Naming the parts of speech from reading lessons; correcting grammatical errors; constructing easy sentences. Once in two weeks, composition exercises, consisting of letter writing; abstracts of easy reading lessons ; transposing easy poetry into prose ; reports o oral lessons and simple descriptions of objects.

Geography.—Text-Book completed. The whole to be read with open book, but no more than one fourth, including the leading points, to be memorized.

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Reading and Spelling.—Fourth Reader, first half. Spelling and defining tabulated words at the head of each reading lesson. Dictation of one or more paragraphs of a reading lesson, at least weekly. Copying, occasionally, from the open book, a reading lesson, to cultivate the habit of correct spelling, punctuation, use of capitals, and division into paragraphs. Primary Speller to part second, page sixty-seven. Abbreviation of words commonly abbreviated, as they occur in the Reader.

FOURTH GRADE.

SEC. 29. *Arithmetic.*—Addition, Subtraction and Multiplication of Decimal and Common Fractions; United States Money.

Particular attention to be given to the analysis of operations. Mental Arithmetic in connection with written, the same topic in both kinds being taught at the same time.

Language.—Naming nouns, verbs, adjectives and personal pronouns from the Reader. Declension of personal pronouns; number and case of nouns; comparison of adjectives; and conjugation of the verb *to be* in the Indicative Mood. Composition, once in two weeks; letters, abstracts of reading lessons, transposition, descriptions of excursions, visits, travels, or vacations, etc.

Geography.—Through the United States. California.

The whole to be read and studied with open book, but not more than one fourth to be assigned for memorizing. The teacher will mark the important parts to be learned in each advance lesson.

Reading and Spelling.—Fourth Reader completed. Spelling from the Reader. Word-Analysis, English Prefixes and Suffixes.

THIRD GRADE.

SEC. 30. *Arithmetic.*—Division of Decimal and Common Fractions; United States Money; Compound Numbers and Reduction, omitting obsolete tables. Special attention to be given to the analysis of operations. Mental Arithmetic in connection with written, the same topic in both kinds being taught at the same time.

Grammar.—The Parts of Speech, taking the coarse print of the Text-Book, with the analysis of sentences and parsing, according to the models. Conjugation of verbs in the Indicative Mood. Parsing and analysis of easy sentences from the Reader. Composition, once in two weeks; letter-writing; reports of oral lessons; transposition; abstracts of lessons in reading and geography.

Geography.—Text-Book completed; The Pacific Coast. The whole to be read with open book, but not more than *one fourth* to be memorized, marking, in each advance lesson, the leading points.

Reading and Spelling.—Fifth Reader, first half; spelling and defining important words in the reading lessons.

Word-Analysis.—Defining words; easy Prefixes and Suffixes.

SECOND GRADE.

SEC. 31. *Arithmetic.*—Common and Decimal Fractions; Compound Numbers and Reduction, omitting Duodecimals and obsolete tables. Review with special reference to the explanation of principles and the analysis of operations, particularly in Fractions. Mental Arithmetic, carried along in connection with written, the same topics in both kinds being taught at the same time.

Grammar.—Coarse Print of the Text-Book; important notes and exceptions *read* in the class, but not memorized. Rules of Syntax, without notes, and correction of examples in false syntax. Analysis and parsing of easy simple, complex and compound sentences from the reading lessons. Compositions, once in two weeks, on the same subjects as syecified in the first grade.

Geography.—Part Second of the Text-Book. California and Nevada. Omit at least three-fourths of the map questions, marking only the important ones in each lesson, and in the descriptive geography, requiring only important facts to be memorized.

History.—Discoveries, Colonial Settlements and Wars, and the Revolution; the whole to be read and discussed in the class, but the leading facts and events only to be memorized.

Reading and Spelling.—Fifth Reader completed. At least a weekly exercise in writing paragraphs dictated from the Reader. Spelling important words in every lesson to cultivate the habit of observing the orthography of words.

Word-Analysis.—Prefixes, suffixes and roots of words, and the meaning and use of words illustrated by constructing sentences.

FIRST GRADE.

SEC. 32. *Arithmetic.*—Simple and Compound Interest; Partial Payments (U. S. Rule); Commission and Brokerage; Stocks; Profit and Loss; Banking; Discount; Ratio and Proportion; Square Root; Mensuration and the Metric System; Review with special reference to the discussion of principles, and the analysis of operations; Mental Arithmetic, taken in connection with the review of topics in written arithmetic.

Grammar.—Syntactical Parsing and Analysis of Sentences from the reading lessons, with a general review of the Text-Book.

Weekly exercises in composition, consisting of abstracts of reading

lessons, transposition of poetry into prose; abstracts of lessons in Geography and History; reports of oral lessons, letter-writing, and miscellaneous subjects.

Geography.—Physical Geography; Part First of the Text-Book; the Pacific Coast. The whole to be read, and important facts only to be memorized.

History.—Text-Book completed. Outline review of Discoveries, Colonial Settlements and Wars, and the Revolution, taking only the leading events, and omitting minor details and dates. Constitution of the United States read, with conversational lessons. Five months' course.

Reading and Spelling.—Sixth Reader begun and completed. Spelling in connection with the reading lessons, and with written exercises in other studies.

Word-Analysis.—Prefixes, suffixes and roots of words, and the meaning and use of words illustrated by constructing sentences.

Book-Keeping.—Double Entry. (For boys only.)

SEC. 33. AUTHORIZED TEXT-BOOKS IN GRAMMAR AND PRIMARY SCHOOLS.—Robinson's Practical Arithmetic, 1st and 2d Grades; Robinson's Rudiments of Arithmetic, 3d and 4th Grades; Robinson's First Lessons in Mental and Written Arithmetic, 5th, 6th and 7th Grades; Colburn's Intellectual Arithmetic, 1st and 2d Grades; Brown's First Lines in Grammar, First, Second and Third Grades; Monteith's Physical and Intermediate Geography, 1st and 2d Grades; Monteith's Manual of Geography, 3d and 4th Grades; Monteith's Introduction, 5th and 6th Grades; McGuffey's Eclectic Sixth Reader, 1st Grade; McGuffey's Eclectic Fifth Reader, 2d and 3d Grades; McGuffey's Eclectic Fourth Reader, 4th and 5th Grades; McGuffey's Eclectic Third Reader, 6th Grade; McGuffey's Eclectic Second Reader, 7th Grade; McGuffey's Eclectic First Reader, 8th Grade; Willson's Primary Speller, 5th, 6th and 7th Grades; Swinton's Condensed History of the United States, 1st and 2d Grades; Payson, Dunton & Scribner's System of Penmanship, all Grades; Payson, Dunton & Scribner's System of Book-keeping (Double Entry), 1st Grade; Swinton's First Lessons in Word-Analysis, 4th and 3d Grades; ——— Word-Analysis, 2d and 1st Grades; Ahn's German Method, 1st, 2d, 3d and 4th Grades; Werz's German Reader, 1st and 2d Grades; Grauert's Second Reader, 3d, 4th and 5th Grades; Ahn's Rudiments, 5th, 6th and 7th Grades; Douai's First Reader, 6th and 7th Grades; Otto's French Grammar, 1st, 2d and 3d Grades; Pylodet's Beginner's French Read-

er, 7th, 6th and 5th Grades; Pylodet's Second French Reader, 4th, 3d and 2d Grades.

Music —Mason's First Music Reader, 7th Grade; Mason's Second Music Reader, 5th and 6th Grades; Mason's First Music Reader, 3d and 4th Grades; as selected by the Music teachers, 1st and 2d Grades.

DRILL.

BY DR. E. J. SCHELLHOUS.

THE two fundamental processes of education may be justly denominated *Drill* and *Instruction*. The first serves as the basis of all vital and mental activities; by means of the second, all thoughts and ideas are combined and utilized. The result of the first is growth, development, vigor; that of the second, the combination of ideas and plans to carry on the purposes of life. The one is capacity, energy, power; the other is adaptability of means to ends. The first is the foundation, the second, the superstructure. The recognition of these two processes is essential to the success of the Teacher. He must be familiar with the laws of vital and mental action—with the order of nature; and as educational processes are carried on in accordance with natural law, so must the Teacher base his art upon Nature's methods.

It is my purpose on this occasion, to make some observations on the subject of Drill, and endeavor to adduce and illustrate the natural laws involved in the process. The first of which is: *By a series of repetitions, the vital and mental activities become fixed and automatic in their action.* One or two familiar instances will be sufficient to illustrate this law: A proficient in vocal and instrumental music sits down to the piano, with a song before him which he has seen for the first time. Casting a glance at the signature and rythm of the music, he instantaneously strikes the full chords of the key, and proceeds to perform the piece without any previous study, and carries on simultaneously, a multitude of processes, some of which I will enumerate.

First, the vocalization of the melody, employing a vast number of muscles, the contraction of some of which, if varied the hundredth part of an inch, would spoil the music; then the execution of the accompaniment, each hand acting independently of the other; then the movement of the eyes along the lines and up and down the pages; the support of the body in an erect position on the seat—these, with many other processes not mentioned, constitute the vital actions. The

mental are, if possible to conceive, still more complicated; the rapid conception of thought, expressed by the words of the song, the idea of the melody, the comprehension of the harmony, and the guidance of the fingers, are the most obvious. Let anyone familiar with theorettcal music, and all that has been written on the methods of performing on the piano, sit down for the first time to that instrument, and what would we expect of him? He could do nothing. He would lack the foundation, and the superstructure, splendid though it might be, would fall "like the baseless fabric of a vision." These muscular acts and mental processes are all carried on automatically and unconsciously on the part of the performer, his attention being fixed upon the results of these combined operations; in other words, they are the result of a long and persistent series of repetitions—in one word, *Drill*. Thus, we may acquire an infinite variety of automatic actions, by observing the law as above stated: "That is to say, an action may require all our attention, and all our volition for its first, second, or third performance, but by frequent repetition, it becomes in a manner, part of our organization, and is performed without volition, or even consciousness." *Huxely*.

"As every one knows, it takes a soldier a long time to learn his drill—to put himself, for instance, into the attitude of attention, at the instant the word of command is heard. But after a time, the sound of the word gives rise to the act, whether the soldier be thinking of it or not. There is a story which is credible enough, though it may not be true, of a practical joker, who, seeing a discharged veteran carrying home his dinner, suddenly called out, 'Attention!'—whereupon the man instantly brought his hands down, and lost his mutton and potatoes in the gutter. The drill had been thorough, and its effects had become embodied in the man's nervous structure. The possibility of all education (of which military drill is only one practical form), is based upon the existence of this power, which the nervous system possesses of organizing conscious actions into more or less unconscious, or reflex operations. It may be laid down as a rule, that if any two mental states be called up together, or in succession, with due frequency and vividness, the subsequent production of the one of them will suffice to call up the other, whether we desire it or not. The object of intellectual education is to create such indissoluble associations of our ideas of things in the order and relation in which they occur in nature; that of moral education is to unite as fixedly the ideas of evil deeds with those of pain and degradation, and of good actions, with those of pleasure

and goodness."—*Physiology and Hygiene by Huxley and Youmans, p.*254.

This leads us to the second law, namely: *Thoughts and emotions are called up when some other thoughts or emotions, which have previously been associated with them, are expressed.* Thus, we say a sign calls up the thing signified, as the word "horse" instantly calls up the idea or thought of that animal; or the thing signified just as readily calls up the sign; thus, the idea of a horse suggests the word either written or oral. These combinations of association may be extended indefinitely, and sustain an infinite series of relations—around a single idea may cluster a vast number of associations. This law is well illustrated when two friends, long separated, meet and talk over old times. One thought or name will awaken a train of thought that had slumbered in the mind for years; or, perhaps, the mention of a little incident will excite emotions, or bring before the mental vision a series of events long forgotten. In language, these relations consist of the sign and the thing signified; and will sufficiently illustrate the law. The sign is addressed either to the eye, as in written language, diagrams, pictures, ciphers, signals, &c., or to the ear, as oral language, music &c. Let us suppose a Latin inscription is placed upon the wall. Its characters are signs, and a number of persons in the room are acquainted with that language, and some are not; the signification would be awakened only in those acquainted with Latin; or suppose one should pronounce a sentence in Hebrew, to all those not acquainted with that language, the signification would fall still-born upon their ears.

Thus, we see the second indication is to establish in the mind of the pupil a series of impressions, sustaining the proper relations in association, and this can only be done by drill. In our methods of teaching, we do not attach sufficient importance to these fundamental laws, and we see the evidences of our negligence everywhere. In writing, reading, spelling—in all the departments of education, we fall below our capacity to teach, and the capacity of our pupils to learn. We see how accurately the printer spells, what a ready writer the journalist is, and with what surprising dexterity the artisan plies his skill: these are instances of thorough drill. We are not thorough enough. We take our classes through the books in one third or one fourth of the time required. We hear the recitations from the books and dismiss the classes, the lessons scarcely making an impression on the minds of our pupils.

In conclusion, I will call attention to *In what shall we drill? How shall we drill?* and *How much shall we drill?* In what we shall drill,

we might take a lesson from Nature. The strictest economy is observable throughout her entire dominions. Nothing is lost. She has ordained that discipline and instruction must be carried on together, seemingly by a single process. The art of acquiring knowledge will afford sufficient drill in its acquisition. The more thorough the drill, the more ready and available the knowledge. Therefore, we should drill in those things we most need to know. Self preservation of health, self-control, preparation for the active duties of life — these should be the subject-matter of drill. As to how drill should be conducted, much will depend on the tact, skill and disposition of the teacher. A clear conception of the laws of vital and mental action will perhaps be the best guide. The tedium of the exercise can, in a great measure, be overcome by a variety of methods, as single and concert drill, the stimulus afforded by emulation, an appeal to self-interest, approbation and duty: and especially by a cheerful, patient, energetic spirit in the teacher. And lastly, How much? The degree of advancement will be in proportion to the amount of drill under proper conditions. At first, light, increasing as the pupil develops in strength and vigor. But, above all, it should be regular. All Nature's processes go on in perfect order. The pulsations of the heart, the digestion of the food, the bodily motions, as in walking, running, &c., in their normal action, are carried on with the regularity of planetary motions. The mental processes are equally exact. Therefore, there should be perfect regularity in drill exercise. We should place more reliance on drill, and less on study. Study only aims at the acquisition of ideas, but what the young learner most needs is mental capacity, and the establishment of a good degree of automatic action; therefore, drill should be chiefly relied upon in primary grades, and should enter largely into the higher grades.

LAKE AND MENDOCINO TEACHERS' INSTITUTE.

The Teachers assembled in the Institute Hall at 11 A.M., May 31st, 1871.

The Institute continued in session three days, and the following members were enrolled:

Mendocino County—Hon. Thomas B. Bond, Superintendent. Dr. J. R. Thomas, L. E. Burgstiner, J. Henry Seawell, J. N. Burroughs, R. A. Morton, Miss A. Brisandine, Mrs. S. W. Haskett, Mrs. A. S. Budd, Miss Lizzie Ley, D. H. Trout, D. C. Hackley, J. M. Covington, J. S. Hunter, J. M. Cleland, J. M. Standley, J. A. Smith, W. H. Young, John H. Crawford, J. F. Perkins, A. S. Cuerton, Joe McReynolds, Wm. T. Clay, W. T. Leeke, John P. Cosgrove, Mrs. S. E. Livingston, Miss Mary E. Cavanaugh, Emily E.

Stevens, Emma H. Le Ballister, Barbara C. Stickney, Belle Reed, Amanda Elliott, Mary E. Elliott, E. C. Haworth.

Lake County—Mack Mathews, Superintendent. W. Darius Morton, J. W. Shirley, J. B. Goodin, M. M. Hall, Wright Mathews, Q. V. McCarty.

At Large—Hon. O. P. Fitzgerald, Wm. T. Lucky, Prof. C. C. Cummings, Hon. Wm. Holden, Hon. R. McGarvey, Hon. J. B. Lamar.

MINUTES.

WEDNESDAY, MAY 31ST – FORENOON.

Mr. Mack Mathews, Superintendent of Lake, took the chair, and called the Institute to order at 11 o'clock.

Thomas B. Bond, Superintendent of Mendocino, spoke at length on the conduct and organization of the Institute.

Mr. Wright Mathews was then appointed Secretary, and Mr. W. D. Morton and Miss Mary E. Cavanaugh Assistant Secretaries.

The Superintendents of the two counties were made a Committee on Order of Exercises, and the Chairman appointed the following committees:

On Introduction—Messrs. D. H. Trout, W. D. Morton, Q. V. McCarty and Mrs. A. S. Budd.

On Music—Messrs. J. N. Burroughs and W. D. Morton, and Miss Emily E. Stevens, Miss A. Brisandine and Mrs. S. W. Haskett.

AFTERNOON.

On meeting at 2 P.M., Dr. Wm. T. Lucky, Principal of the State Normal School, was introduced, and briefly addressed the Institute.

Prof. C. C. Cummings was also introduced, and received the welcome of a host of friends.

J. S. Hunter then addressed the Institute at length, illustrating his method of teaching spelling, and was followed by Messrs. W. D. and R. A. Morton, Covington, Burroughs, McReynolds, Mrs. Budd and Mrs. Haskett, in a general discussion.

THURSDAY, JUNE 1ST – FORENOON.

The Institute was called to order by Superintendent Bond, who introduced Hon. O. P. Fitzgerald, State Superintendent of Public Instruction, who took the chair, and after music, introduced Dr. J. R. Thomas, of Ukiah, who read a paper on "School Government and Discipline."

At the unanimous request of the Institute, Dr. Thomas consented to furnish copies of his address for publication in the CALIFORNIA TEACHER, and the local papers of Lake and Mendocino counties.

The subject of School Government being introduced by State Superintendent Fitzgerald, was then discussed at large by the Institute, and many teachers gave the benefit of their theory and practice.

Mr. Young then introduced the following preamble and resolution, which, after a discussion, was unanimously adopted:

WHEREAS, Deeming intemperance the primary cause of more than three-fourths of the crimes committed in our country, and—Whereas, it is believed that habits, either good or bad, are the results of early education; therefore, be it

Resolved, That it is the sense of this Institute that principles of temperance

should be taught by the teachers of our public schools, both by precept and example.

After a full and free discussion by Messrs. Trout, Covington, Bond, State Superintendent Fitzgerald and others, the Institute unanimously

Resolved, That the additional tax for the support of the schools eight months in the year, should be levied at large on all the State property, the amount paid into the Treasury and apportioned among the various districts, according to their need; and we recommend to our State Superintendent to use his influence with our Legislature to have the law so amended.

After a few remarks by Dr. Lucky, the Institute adjourned.

AFTERNOON.

State Superintendent Fitzgerald called the Institute to order, and a motion recommending compulsory attendance in our public schools was introduced, and indefinitely postponed.

The Hon. Wm. Holden, Lieutenant Governor of the State of California, was then introduced, and elected an honorary member.

The Hon. R. McGarvey and the Hon. J. B. Lamar were also elected honorary members, and briefly addressed the Institute.

The Chairman then introduced Dr. Wm. T. Lucky, who addressed the Institute at length on subjects pertaining to Teachers' Institutes and their relations with the State Normal School.

The Institute then took an intermission, and on reassembling, it was

Resolved, That the Institute invite and request the State Superintendent to use his influence in procuring the passage of a law granting the necessary authority, and making it the duty of County Boards of Examination to revoke the certificates of teachers who refuse or neglect to attend the Teachers' Institute, and do not give a reasonable excuse.

On invitation of the Institute, Miss Mary E. Cavanaugh then read an essay entitled "Little by Little."

Mr. R. A. Morton, on invitation of the Chairman, then entertained the Institute with a practical illustration of his method of teaching Reading. The Chairman then addressed the Institute on the same subject, and was followed by Messrs. Covington, Hunter, Hackley, Young and others, in a philosophical discussion of the elementary principles of reading, in which was impressed the importance of cultivating the sight, and perceptive faculties.

EVENING.

The Institute, with many of the citizens, including a few "School Trustees," assembled at 7½ P.M., and were entertained by an address by State Superintendent O. P. Fitzgerald, on matters pertaining to the school system.

FRIDAY, JUNE 2D—FORENOON.

State Superintendent Fitzgerald took the chair, and after the roll was called and the minutes read, Mr. W. D. Morton and Mr. J. M. Covington were appointed a Committee on Resolutions.

Mr. W. T. Leeke then illustrated on the blackboard his method of teaching Penmanship, and the subject was further discussed by Mr. Young and others.

Mr. J. N. Burroughs then read an Essay on the Learned Professions.

The State Superintendent then answered many questions on the construction of the school law.

It was then, by the members of the Institute, unanimously

Resolved, That we highly appreciate the visit of Doctors Fitzgerald and Lucky during the present session of our Institute, and we hereby tender our hearty thanks to them, for the pleasure and instruction which we have derived from their presence and counsel.

Superintendent Fitzgerald then took his leave of the Institute, and Dr. Lucky, after answering questions concerning the State Normal School, delivered some parting remarks.

AFTERNOON.

The Superintendent of Lake called the meeting to order.

After music, Mr. Wright Mathews read a paper on Geography. Miss Amanda Elliott then read an essay, and the Committee on Resolutions submitted the following, which were adopted without discussion :

Resolved, That it is the desire of this Institute that the teachers of Lake and Mendocino Counties, with the consent of the Superintendents, assemble in joint Institute at Lakeport, in May, 1872.

WHEREAS, Applicants for Third Grade Certificates are required to pass an examination in the following studies : Arithmetic, Grammar, Geography, History, Theory and Practice of Teaching, Orthography, Defining, Penmanship and Reading; and

WHEREAS, The standard of the first five studies is fixed at 100, and the standard of the remaining four at 50. And

WHEREAS, The remaining four studies are those principally taught in primary schools, for which the standard is fixed at a lower figure, thus often causing deserving applicants to be rejected. Therefore, be it

Resolved, That the State Board of Education be respectfully requested to so change the form of the certificate; that the standard be reversed, as follows: The first five studies, 50 credits each, and the remaining four, including the school law of California, 100 credits.

Mr. J. M. Standley then illustrated his method of teaching Arithmetic, and was followed by Messrs. Burroughs, Bond, Covington, McCarty, Burgstiner, Cuerton, Trout, Clay, Seawell, Cleland and R. A. Morton.

EVENING.

Superintendent Bond called the Institute to order, and after music, introduced Prof. C. C. Cummings, Principal of the convict school at San Quentin, who addressed the Institute at length on the Education of Convicts.

The Institute voted thanks to the Professor, and at request, he consented to furnish a copy of his address for publication.

On motion of Thomas B. Bond, the Institute then unanimously

Resolved, That we heartily indorse the administration of HON. O. P. FITZGERALD, in discharge of the duties of State Superintendent of Public Instruction, and the people of California owe him a debt of gratitude for his able and indefatigable labors in the cause of Education.

Miss Brisandine then read an essay entitled "Society," and Mr. D. H. Trout being called for, came forward and made a valedictory address. The Institute extended Mr. Trout a vote of thanks for the favor of his address.

The Institute also extended a vote of thanks to the people of Ukiah for their hospitality, and to the proprietors of the Ukiah Institute for the use of the hall.

SISKIYOU COUNTY TEACHERS' INSTITUTE.

YREKA, May 30, 1871.

At 10 o'clock A.M. the Institute was called to order by President G. K. Godfrey, County Superintendent. The following teachers placed their names upon the roll of the Institute: G. K. Godfrey, Superintendent, L. Coulter, John Kennedy, C. C. Auble, F. W. Chapin, H. B. Gillis, Jos. Hammond, Charles S. Abbott, W. M. Thomas, J. S. Beard, T. J. Wayne, Newton Lamb, A. Eastin, Mrs. B. H. Stone, Mrs. H. H. Smalley, Mrs. C. C. McClurg, Mrs. M. T. Calhoun, Mrs. A. A. Guild, Miss A. Reynolds, Miss B. W. Clyde, Miss Mary J. Hayne, Miss Louise E. Lanze, Miss Mary E. Cory, Miss Jennie Brown, Miss Belle Skinner, Miss Ella Hovey, Miss Georgiana Reid and Miss Minnie Winckler.

Devotional exercises, by the Rev. Mr. Hammond.

Mr. Kennedy was then introduced and delivered an address of welcome. Mr. Gillis, upon the part of the Institute, responded. These gentlemen were listened to with close attention, and their performances highly applauded.

At the request of the President, Mr. Kennedy then stepped forward and read the record of the Institute, held in Yreka last year.

Mr. Coulter was elected Vice President of the Institute; Mr. Gillis was elected Corresponding Secretary, Mr. Kennedy was elected Recording Secretary. W. J. Stone, Esq., was elected a member of the Institute, and signed the constitution.

The President then appointed the following persons as a Committee on Business, viz: Mr. Kennedy, Mr. Coulter, and Miss Reynolds. The committee conferred together, and reported the programme prepared by President Godfrey, as a suitable order of business, but recommended that the proceedings to be held at the Court House, on the evening of the last day, be dispensed with. A spirited discussion was the consequence of this recommendation, but the Institute finally decided to adopt the report of its committee.

President Godfrey then announced the following permanent committees and committees for the day, viz:

Committee on Resolutions—Permanent.—Messrs. Kennedy, Coulter and Hammond.

Committee on Introduction and Social Exercises.—Messrs. Eastin and Auble, Mrs. Smalley and Miss Reynolds.

Committee on Music.—Mrs. Smalley, Messrs. Chapin and Mitchell.

Committee on Questions.—Miss Cory, Messrs. Hammond and Chapin.

Committee on Query Box.—Messrs. Gillis, Abbott and Eastin.

On motion, the Institute adjourned to reassemble at 1 o'clock P. M.

AFTERNOON SESSION.

The Institute reassembled at 1 o'clock P. M., President Godfrey in the chair.

President Godfrey then delivered his annual address, entitled "Teachers and Teaching." It was excellently rendered and loudly applauded.

Mr. Auble then took the stand, and read an interesting and instructive essay, entitled "Educational Forces."

A recess of ten minutes was then taken, and on the reassembling of the Institute, Mr. Coulter took the blackboard and illustrated his view of the differences between "deductive" and "inductive" reasoning as applied to

mathematics, the same having been suggested by a perusal of the controversy between Messrs. Marks and Holder, in the CALIFORNIA TEACHER. The discussion was generally participated in.

Mr. Gillis requested to be discharged from the Committee on Query Box. The request was denied. This committee then proposed the following queries, viz:

Query 1st—Should disorderly and troublesome children be dismissed from school for bad conduct, or compelled to behave themselves properly?

Mr. Hammond responded, and said that the right and duty of dismissal is unquestionable, but that neither should be exercised until every other remedy fails.

Query 2d—What are the indications of a slack teacher?

To this query Miss Cory responded, and said that where a child fails to behave as well behind the teacher's back as before his face, it is sufficient evidence of a slack teacher.

Mr. Thomas inquired whether or not the teacher had the right to expel a child?

The Institute decided in the negative.

Mr. Gillis proposed that the criticisms be general, and that no special critic be appointed. The proposal was agreed to.

Mr. Thomas, Mr. Hammond and others, engaged in criticisms upon the orthography etc., of the essayists and others.

EVENING SESSION.

The Institute met at the Court House at 8 P.M., President Godfrey in the chair.

Dr. T. T. Cabaniss was introduced, and delivered an interesting and instructive lecture upon the subject of "Moral and Intellectual Culture." On motion, the Institute adjourned to meet again to-morrow morning.

SECOND DAY'S PROCEEDINGS.

YREKA, May 31st.

The Institute was called to order at 9 o'clock A.M., President Godfrey in the chair.

Prayer, by Rev. Mr. Hammond.

The ladies of the Institute then rendered some beautiful songs, and were charmingly accompanied by Miss Minnie Winekler, who presided at the melodeon.

The roll was then called, and the Institute afterwards proceeded to business.

The minutes of yesterday's proceedings were then read, and, on motion of Mr. Wayne, adopted.

The President announced the following programme for the day:

Committee on Questions—Mr. Hammond, Mr. Auble, Mrs. McClurg.
Committee on Query Box—Messrs. Eastin and Coulter.

Mr. Coulter was called upon to conduct a reading class, which he did in an able and interesting manner.

Superintendent Godfrey then explained the object and requirements of the State School Register, and made some pertinent remarks upon the marking system.

The marking system was generally and thoroughly discussed by Messrs. Kennedy, Coulter, Auble, Gillis, Hammond, Dr. Cabaniss and others.

AFTERNOON SESSION.

The Institute reassembled promptly at 1 o'clock, P.M., President Godfrey in the chair. Mrs. Schofield and Miss Clyde beautifully rendered a song, entitled "List to the Convent Bells," Miss Minnie Winckler charmingly accompanying with the melodeon.

Mr. Coulter read a highly interesting and exhaustive essay, entitled "Reading and Elocution." He was listened to with close attention, and received the well merited applause of the members of the Institute.

Miss Louise Lanze was introduced, and read a beautiful essay, entitled "The Mind and its Culture," for which she was complimented with abundant applause.

Mr. Coulter moved that the reading class organized by him, be designated as a permanent class during the remainder of the sessions of the Institute. The motion was carried.

Mrs. Smalley exercised a class in object lessons, displaying her system with chart and other illustrations.

Prof. Godfrey announced that the next subject for discussion would be, "How shall we best raise funds to maintain free public schools!' and offered the following resolution, which, after a spirited debate, by the members of the Institute, *pro* and *con*, was adopted.

WHEREAS, our State and county school funds are insufficient to maintain free public schools more than from three to five months in each school district in California; therefore be it

Resolved, That it would be better for the whole State to be taxed sufficiently to keep a ten months' school in every district of the State, the poorer and smaller, as well as the richer and larger ones, rather than continue the present system of taxation, and the present limited terms of teaching.

The committee on questions examined the query box, and announced the following queries, viz:

Query 1*st*—Will you marry me?

Several answers of an amusing but indifferent character were given.

Query 2*d*—Should corporal punishment be used in schools, and if used, how should it be inflicted?

Mr. Eastin responded to this query with the pithy and appropriate answer of "*not much.*"

Messrs, Hammond and Thomas, and other members of the Institute, criticized the proceedings of the day.

Mr. Gillis was selected to conduct the class drill in English Grammar, and illustrated his method of teaching the science in a very pleasant and satisfactory manner. On motion, the Institute adjourned at 4 o'clock, P.M., to assemble at the Court House at 8 P.M.

EVENING SESSION.

The Institute assembled in the Court House at 8 o'clock P. M., where the members were addressed by Hon. J. K. Luttrel, on the subject of "Compulsory Education." The speaker acquitted himself ably, and was highly applauded.

THIRD DAY'S PROCEEDINGS.

YREKA, June 1st.

The Institute reassembled at the Metropolitan school house, at 9 o'clock, President Godfrey in the chair.

Prayer by Rev. Mr. Hammond.

The minutes of yesterday's proceedings read and approved. The members of the Institute then sang "Sweet Home" with unusual sweetnes and beauty. They were highly and deservedly applauded.

The President then announced the following committees for the day, viz:

On Query Box Questions.—Miss Cory, Messrs. Auble and Chapin.

On Criticism.—Mr. Hammond.

Mr. Hammond called attention to the fact, that under a rule adopted yesterday, it becomes necessary that there be made appointments of individual members, to open discussions upon the subjects on the programme for the day.

The President appointed the following gentlemen:

Compulsory Attendance.—Mr. Chapin. *Penmanship and Drawing.*—Mr. Gillis. *Course of Study.—its Aims and Results.*—Mr. Kennedy. *Geography.*—Mr. Eastin. *Declamation.*—Mr. Hammond. *Reading.*—Mr. Coulter.

Mr. Hammond then took the stand, and read an elegant, instructive and finished essay, entitled "The Teacher among his Pupils." He was warmly applauded.

Mr. Gillis moved that the committee on criticism be increased from one to three.

Mr. Hammond moved to amend so that there be two ladies upon the committee.

The motion prevailed, as amended, and the chair appointed Mrs. Calhoun and Miss Cory.

Mr. Auble moved that the query box be open to any who choose to make deposits of questions there, and that at the proper time the Secretary be requested to read them aloud, and that discussion and criticism thereon shall be general and free to all.

The motion prevailed.

The President then offered the following resolution:

WHEREAS, it is the first duty of every civil government to provide a good public free school system, on the maxim that the property of the State should educate the children of the State; therefore,

Resolved, That the State having provided a generous system of education, should require, by law, the attendance at school of all her children between the ages of six and ten.

The President vacated the chair to take part in the debate, and the Vice President, Mr. Coulter, assumed its duties *pro tempore.*

The chair called upon Mr. Chapin, who opened the discussion upon compulsory education. The question was ably and thoroughly discussed by the members of the Institute. The time for discussion having expired, Mr. Hammond moved that the time for the argument of the question be extended indefinitely. The motion prevailed, and the discussion was renewed with spirit and energy by the members of the Institute.

At twenty minutes past eleven, a recess of ten minutes was had, and at half-past eleven the Institute reassembled, and the debate was continued with vigor and ability. Superintendent Godfrey moved the following change in

his resolution, viz.: to insert for "between the ages of six and ten years," "between the ages of six and *twelve* years." The resolution was finally adopted, and on motion the Institute adjourned to meet again at 1 o'clock.

AFTERNOON SESSION.

The Institute reassembled at 1:15 P.M., Vice President Coulter in the chair.

A song was charmingly rendered by the Misses Brown, while Miss Winckler presided with ability and grace at the melodeon.

Miss Mary J. Hayne was then introduced, and favored the Institute with a delightful essay upon the subject of "The Teacher's First Day in School." She was highly applauded.

Prof. G. K. Godfrey then offered the following resolutions:

WHEREAS no State Government can have an efficient school system, without a uniformity of text-books, and a course of study adopted for the public schools, with an advanced grade, raising teachers to a distinctive rank as a profession; therefore

Resolved, That we, the teachers of this Institute, heartily approve of the course of study adopted by our State Board of Education.

Resolved, That we rescind the following resolution, offered by Mr. Gillis, and adopted, at our last year's session of the Institute, viz.:

Resolved, That it is the sense of the teachers of this Institute, that the course of study laid down by our State Board of Education embraces too many branches of study, and that our public school system would better meet the wants, for which it was created, by having fewer studies more thoroughly taught.

Mr. Kennedy opened the discussion and gave his views and opinions upon the subject of the course of study, its aims and results, and was followed by Superintendent Godfrey in a long and instructive lecture, entitled "The Course of Study for the Public Schools." At five minutes of three, a recess was taken, and at ten minutes past three the Institute reassembled. It was determined to continue the discussion, and the resolutions were most determinedly espoused and defended with warmth and vigor by the members. The resolutions were finally adopted as offered.

Mr. Coulter then called his class in reading, and exercised them in elocution, displaying his system in a very handsome and satisfactory manner.

Mr. Hammond stated that the committee on criticism would report separately. The reports were then made, and excited much pleasant merriment.

Under the rule, different members availed themselves of the privilege, and indulged in criticisms upon the performances of the day.

Mr. Kennedy moved that the Institute do now adjourn, to meet at 8 o'clock this evening in the Court House, and listen to Prof. Godfrey's annual address. Carried.

EVENING SESSION.

At 8 o'clock. A.M., the members of the Institute assembled in the Court House, where they were entertained by an instructive and highly appreciable address from Prof. Godfrey, on the subject of "The American Ideal and Model Teacher."

On motion the Institute adjourned, to meet at the Metropolitan to-morrow morning at 9 o'clock.

FOURTH DAY'S PROCEEDINGS.

YREKA, June 2d.

The Institute reassembled at 9:20 A.M. at the Metropolitan.

Prayer by Rev. Mr. Hammond.

Mrs. Smalley favored the Institute with a few choice songs.

Mr. Beard next took the stand and delivered an able and instructive essay upon "The Government of Human Action." He was warmly applauded.

The President then appointed the following committee on criticism, viz: Messrs. Hammond and Miers, Mrs. McClurg and Mrs. Guild.

The hour having arrived for the discussson of principles and methods of teaching geography, Mr. Eastin called a class, and through them, and by the aid of charts, handsomely illustrated his method of teaching the science.

Prof. Godfrey then exhibited Bartholomew's primary school drawing books and drawing cards. Discussions upon, and illustrations of the subject were participated in by members of the Institute.

At 20 minutes of 11, the Institute took a recess of 20 minutes.

The Institute reassembled at 11 o'clock, when singing was participated in by the ladies and gentlemen of the Institute, assisted by Mrs. Smalley upon the melodeon.

On motion of Mr. Gillis, that part of the programme which required an evening session of the Institnte at the Court House, was omitted, and a reunion sociable at the Colton Theatre, substitnted.

The committee on resolutions reported, and on motion their report was adopted by the Institute.

The following are the resolutions adopted by the Committee:

Resolved, That we, having listened with pleasure to the lectures delivered by Dr. Cabaniss, Hon. J. K. Luttrell and Prof. G. K. Godfrey, hereby tender to them our thanks for their eloquent and instructive lectures.

Resolved, That we express our appreciation of the ability and kindly forbearance with which our President has discharged the duties of his office. We also feel under obligations to our worthy Secretary, for the able manner in which he has performed his important duties.

Resolved, That we believe the proceedings of this Institnte have been highly beneficial. We shall certainly return to our respective spheres of labor with a quickened zeal, and with better qualifications to discharge the important duties of our calling.

Resolved, That a congratulation be extended to those members of this Institnte, who have had to bear criticisms, for the kindly feelings they have shown toward critics.

Resolved, That thanks are due, and are hereby tendered to those members of the Institute, who have taken an active part in the proceedings, thereby rendering the exercises pleasant and instructive.

Mr. Gillis offered the following preamble and motion, in relation to the resolutions which Prof. Godfrey offered yesterday, and which were adopted by the Institute:

WHEREAS, There have been three resolutions passed by this Institnte—one concerning the tax to maintain the public schools, one concerning the text books, and the course of study, and one concerning compulsory education, and as these resolutions were passed by a very small majority of the members of this Institute, and particularly the one concerning text-books and courses of study, which was passed after a long discourse of forty-eight pages of foolscap, by Mr. Godfrey and no argument was offered against its merits, I therefore move that these resolutions be reconsidered, and the yeas and nays be taken on each one of them.

The President decided that the motion was out of order. Mr. Gillis appealed to the house. Mr. Hammond moved on adjournment, which was seconded

and carried. At 25 minutes past 11, the Institute adjourned to reassemble again at 1 o'clock.

AFTERNOON SESSION.

The Institute reassembled at 1:30, P. M., at the Metropolitan school house, President Godfrey in the chair.

By consent of the President, Mr. Hammond moved to reconsider the resolution offered yesterday by Mr. Godfrey, and to strike out or cut off the last resolution, referring to the rescinding of Mr. Gillis' resolution, offered at the last session of the Institute, and having reference to the course of study, etc. Mr. Hammond then offered the following resolution as a substitute for those of Mr. Godfrey's, offered to, and adopted by the Institute yesterday.

WHEREAS, No State Government can have an efficient school system without uniformity of text-books, and a course of study adopted for the public schools, with an advanced grade, raising teachers to a distinctive rank as a profession; therefore

Resolved, That we, the teachers of the Institute, heartily approve of the course of study adopted by the State Board of Education.

This resolution was seconded, and carried. Mr. Gillis then asked leave to have his vote recorded in the negative. The Institute decided it should be so, and the Secretary has here placed Mr. Gillis as he has desired, and as the Institute has directed.

Mrs. Calhoun was then introduced, and read a very beautiful and well considered essay upon the subject of "Education." She was greeted with applause.

Mr. Coulter read an article entitled "The last days of Herculaneum," Mrs. Smalley read "The Deacon's One-Horse Chaise," Miss Cory read "The Sailor Boy's Dream," Miss Reynolds read "Hagar in the Wilderness," Prof. Godfrey read a poetical effusion of his own manufacture, entitled "The Missionary and the Indian." These displays were all beautifully and elegantly rendered, and excited considerable applause.

Mr. Auble was appointed to, and did open the discussion on "The Principles and Aims of Self Government." The subject occupied a reasonable time, and was handled pretty thoroughly by all who participated.

At 3, P. M., the Institute took a recess of 10 minutes. The Institute reassembled at 10 minutes past 3 o'clock, when Mr. Eastin was introduced, and delivered an able essay on "Woman Suffrage," which was received with applause.

Miss Skinner and Mrs. Schofield then sang a song, entitled "The Women are Going to Vote;" they were accompanied by Miss Winckler, who presided at the melodeon.

The following questions were found in the query box, and created some amusement, although the Institute took no definite action upon them. They are as follows:

1st. Should our worthy Superintendent tolerate courting behind the stove?

2d. Is it right to pull and box children's ears in the school room?

3d. If women were given the right of suffrage, is it probable a marriageable young lady would vote for the nice young man who courts the girl on the other side of the street.

The committee on criticism then made some able and interesting criticisms.

On motion of Mr. Kennedy, the Institute adjourned, to meet again at the call of the President in the last week in the month of May, 1872.

In the evening, in accordance with a resolution, the members of the Institute and their friends assembled in the Colton Theatre, where, to the music of Mr. Truitt, of Yreka, and Mr. Hughes, of Fort Jones, the passing hours flew swiftly and pleasantly by.

G. K. GODFREY, Pres't.

JOHN KENNEDY, Rec. Sec'y.

BUTTE AND PLUMAS TEACHERS' INSTITUTE.

The Teachers' Joint Institute for the Counties of Butte and Plumas, met at Oroville May 10, and continued in session until Friday night.

The Institute was called to order by County Superintendent Burnham, of Butte, who explained the object of the meeting, and congratulated the teachers upon the interest manifested.

On motion, C. H. Kungle of Forbestown was elected Vice President, John Leininger of Rock Creek, and Miss J. Hufford of Cherokee, Secretaries.

John C. Gray of Oroville, T. H. Steel of Wyandotte, and Miss Ellen Taylor, were appointed a Committee of Arrangements.

J. P. Garlick of Oroville, N. Fitzgerald and Miss Maggie Morrison, on Resolutions.

D. W. Jenks of Cherokee, A. W. Vance, Miss Mary M. Sparks and Miss Katie Day, on Introduction.

An invitation was given for all County Superintendents, teachers and others holding certificates, to come forward and register their names.

The following names were registered: Lewis Burnham, County Superintendent Butte County; S. S. Boynton, County Superintendent Plumas County; John C. Gray, John Leininger, I. W. Parker, Katie Day, Mary Robbins, Bella Carter, Clara Clindinin, Josephine Hufford, John G. McMillan, A. W. Vance, David W. Jenks, John P. Gilman, T. H. Steel, C. H. Kungle, J. C. Garlick, D. Pittman, W. J. King, A. F. Martin, C. G. Warren, Maggie Morrison, Clara Ford, Mary Sparks, Virgil P. Richards, R. De Lannier, H. T. A. Swizer, Mrs. Bella R. Gray, Mrs. J. M. Woodman, Amelia A. Weed, Jennie Costar, Anna Ware, Lydia M. Weeks, N. Fitzgerald, Miss S. B. Mattson, A. Bradford, Mary Eastman, C. A. Chance, C. Berry, Kate Hutchins, M. J. White, Ellen Taylor, C. J. Denery, S. C. Stevens.

Mr. Steel of Wyandotte, read an essay on the "Relations between the Teacher and Pupil."

A debate upon "School Discipline" occupied most of the morning session.

Mr. Jenks thought the best way to correct the mistakes of pupils was to imitate them, thus showing them into the right way.

Mr. Leininger contended that we had not become so much wiser than Solomon that we could govern in a different way. Moral suasion was good, but not always effectual. He would never expel a pupil from school. There was no surer way of ruining him. If a teacher could not govern without resorting to such steps, he owed it to society that he should vacate the school-room and give place to a better man.

The debate was continued by Messrs. Garlick, Steel, Pitman, Gray and others.

A. W. Vance read an essay on "Education."

AFTERNOON SESSION.

Superintendent Burnham in the chair.

John G. McMillan read an essay on "Memory," after which the subject of Book-keeping was taken up by Mr. Leininger, and his method of teaching it in school explained. A discussion sprung up as to the propriety of introducing it into the common schools, in which most of those present took part.

In the evening, a lecture was delivered in the Court House, by Mr. Leininger, on the "Reform in Text-Books," after which Miss Belle Carter recited "Maud Muller." Mr. Burnham then announced that Hon. O. P. Fitzgerald, State Superintendent of Schools, was present, having arrived by the afternoon train, and would address the audience a few minutes. At the conclusion of his remarks, the meeting adjourned.

THURSDAY.

The meeting was called to order by State Superintendent Fitzgerald.

Mrs. Woodman, of Chico Academy, explained her method of teaching mental and written arithmetic. A general discussion followed, in which nearly all present took part.

Mr. N. Fitzgerald, of Live Oak, occupied the forenoon with his class in spelling, showing his method of teaching that branch.

In the afternoon, Mr. Steel, of Wyandotte, introduced his class in spelling, which attracted much attention. A lively discussion followed as to the best method of teaching that branch.

Mr. Garlick introduced a class in elocution and reading, which was loudly cheered for the way in which it acquitted itself. Especial praise was accorded to little Miss Emma Schneider, for the happy manner in which she performed her part.

Mr. Boynton explained his method of teaching geography and map-drawing

Mr. Jencks took up the subject of physiology, and explained what part of it he put in practice in his school-room. Many of the teachers took part in the debate that followed.

Mr. Richards, N. Fitzgerald, Miss White and Mrs. Woodman were appointed a Committee on Questions.

At eight o'clock the Institute met at the Court House and listened to a lecture on Education, by State Superintendent Fitzgerald. He took occasion to explain the reasons that induced him to vote for a change in text-books, and claimed that in a very short time all who at first opposed the measure would see the good results, and indorse his action in the matter. He was listened to with attention, and several times applauded.

FRIDAY.

The Institute was called to order by Superintendent Burnham. Mrs. Woodman presented the subject of Algebra, and explained her method of teaching it to classes. Questions were asked with great rapidity, and all received a satisfactory answer. A general discussion followed, in which different teachers explained their methods of teaching this branch.

Mr. S. C. Stevens, of Dayton, introduced the subject of Penmanship, and showed from the blackboard his method of drilling classes.

The subject of school discipline was again called up, and discussed by Mrs. Woodman, Mr. Brier and Mr. Jencks.

Mr. Brier would have the scholars know the first day that he was master. He did not believe in this modern doctrine of no whipping. He once taught school, and commenced the first day by overlooking all their little faults, and he had trouble through the whole term. His next term he began different. He looked at the evil-doer; he rapped at him; he awed him into silence, for the little culprit felt that if he did get whipped, he should suffer terribly. He again called upon teachers to begin right, and not fall in with this modern idea of never resorting to corporal punishment, which was akin to other isms that are afloat.

Mrs. Woodman heartily indorsed the first speaker. She had not resorted to corporal punishment for a long time; *still she believed it sometimes beneficial.* Mr. Jencks had yet to learn that kindness in the school-room was not productive of good. He was glad the time had come when the teacher could feel for his pupils in their troubles, and help them along. Even the brute creation are not insensible to the influences of kindness. He would never try to keep his pupils frightened into obedience. A little more of kindness and good feeling would be quite as effectual as all this severe looking and rapping, which only served to frighten, and not instruct.

After further discussion, the subject was laid on the table.

In the afternoon, Mr. Gray, of Oroville, presented the subject of Grammar, and explained his method of drilling classes. The subject was discussed by Fitzgerald, King, Garlick and others.

Miss Chance, of Chico, next addressed the Institute upon Primary Schools. Quite a lengthy discussion followed.

The Committee on Resolutions presented the following, which were passed:

1. That we, in the deepest humility, recognize the especial blessings bestowed upon us by our Creator during this session of the Institute.

2. That we, as a body, feel sensible of the advantages derived from this session, and feel ourselves nerved to greater exertions in behalf of "Our Cause."

3. That we are of opinion that the elements of practical science may be taught orally in our public schools.

4. That we deplore the paucity of necessary apparatus in our schools.

5. That we believe the time is fast approaching when our State Legislature should not only furnish the means for the education of all the children of the State, but also enforce the attendance of all who are intended to be benefited by such provision.

6. That we tender our sincere thanks to Mrs. Woodman, of Chico, for the clear and able manner in which she has illustrated to us her methods of teaching Arithmetic and Algebra.

7. That the special thanks of the Institute are due to our Superintendents Messrs. Burnham and Boyuton, for their efficient administration of the educational interests of their respective counties, and for the able and gentlemanly manner in which they have conducted the exercises of our present Joint Institute.

8. That it is the wish of this Institute to express its hearty commendation of the ability which has marked the administration of O. P. Fitzgerald, our State Superintendent of Public Instruction, and the success which has crowned his earnest efforts to remove all political and sectarian influences from our educational system.

At eight o'clock, the Institute met at the Court House, and listened to an able and eloquent lecture upon Brain and Muscle, by Superintendent Boynton, of Plumas. Mr. Boynton's style of speaking is easy and melodious. He at once enlists the attention of his hearer and keeps it. For one so young he certainly possesses rare abilities, both as a scholar and speaker.

Miss Ellen Taylor recited "The Raven" in a manner that was highly creditable.

The teachers then marched to the hall of the St. Nicholas Hotel, which had been put in readiness by George C. Stevens, Esq., and danced until midnight.

Thus ended the largest meeting of teachers that ever convened in Northern California. Over fifty names were placed on the roll. The large room of the Oroville Grammar School was filled most of the time with interested spectators, who evidently felt an interest in the cause that called together so large a body of our ablest teachers.

The following is a list of Mr. Steel's scholars, who so much interested the Institute with their mode of spelliug: S. Demstone, Maggie Smith, L. L. Combs, Katie Cress, N. Rutherford, John F. Daniels, A. Thompson, Eddie Rutherford, A. L. Rutherford, H. Thatcher, S. Grant, E. Ross, L. Cress.

JOHN LEININGER,
JOSEPHINE HUFFORD, } Secretaries.

A REVIEW OF PROF. SWINTON'S WORD-ANALYSIS.

[In place of what we intended to write on this subject, we insert the following, handed us by Mr. MARKS :]

As I have not yet seen a copy of the work, it is a good time to review it. The specimens given in the June Number of the TEACHER, are more than reviewers generally read. Judging the book by these specimens, I think it will uot suit the majority of us. It is founded on new-fangled principles, and departs altogether too widely from the good old-fashioned style of perpendicular columns, uniform-sized words and accurate definitions.

Here is one of the specimens :

"A *suffix* is a significant syllable joined to the end of a primitive word."
"A *primitive* word is a word in its simplest English form, without prefix or suffix."
"Join the suffix *ly* to the eud of the primitive word *man*, and what have you?"
"*Ans.* Manly."
"Define it. *Ans.* Manlike, or like a man."
"What, then, does the suffix *ly* mean?"
"*Ans.* It means like."

Now, the objections to this style are, that it caters to the object-teaching notions of educational innovators. It plainly recognizes the axiom "From the kuown to the uuknown," else why should the author select a word so common as *manlike?* a word that every child knows the meaning of. How much more impressive it would be to begin with a word like *hypochondriacally*. It is going "from the particular to the geueral," else why fasten the attention of the pupil upon the *particular* case of *manly*, and go out to the *general* case of anuexing suffixes. How much greater the gymuastic effect upon the intel-

ect would be to commence with the lucid enunciation of some broad principle: as "Derivative words depend for their idiosyncracies upon the euphemistically connected syllabifications of the primitive words selected from the various languages to modify their significations." There would be no danger of a pupil's understanding this too easily, and the teacher could insist upon requiring from the pupil the exact words of the text, and not be obliged to accept an answer in the pupil's own words. It is an unnecessary tax upon the teacher's energies, and intelligence frequently, to be compelled to consider whether or not the correct answer is really given when the words used by the pupil differ from those in the text.

The evident intention of the author to compel the *memory* to depend upon the *understanding*, is another serious blemish. We have too many new-fangled books already. Children in these days understand altogether too much and remember too little. I would like to present a specimen lesson on *Derivatives* that would, in my opinion, suit the mass of teachers, but to do so would make this article too long. I may, however, do it in some future number of this journal.

BERNHARD MARKS.

TO THE APPRENTICES OF CALIFORNIA.—The Board of Managers of the Eighth Industrial Exhibition, desiring to encourage and advance the interests of the mechanical apprentices, will, at the incoming Exhibition, award special prizes for the best specimens of Drawing, Designs, Models, or Mechanical Workmanship, and space will be allotted to this special Department. The class, and value of premiums, to be awarded on the merit of the exhibit, by a Committee appointed by the Board of Managers. Each exhibit must have attached the name, age and residence of exhibitor; and an application to exhibit in this Department must be accompanied with a voucher from the employer, that the exhibit is the sole work of the exhibitor. Information will be furnished and application for space may be made to J. H. GILMORE, Special Agent Eighth Industrial Exhibition, at the rooms of the Mechanics' Institute. 27 Post street, San Francisco.

DEPARTMENT OF PUBLIC INSTRUCTION.

A TEN MONTHS' SCHOOL.

A STATE school system should provide equally for all the children of the State. If this be admitted, then the existing inequality of school privileges is an injustice that should be remedied. Some of the children of the State in favored localities, receive schooling for the full school year of ten months; others for only a fragment of the year—three, five or seven months. The State is not an impartial mother, dispensing her favors with equal hand. She treats one class like children—the other like step-children, or aliens. No argument is needed to show the injustice of this state of things. It must be self-evident that in a *State* system of education, inequality is injustice.

The disability falls upon the more remote and sparsely settled districts of the State. Is it not a crying injustice that those citizens whose enterprise and courage lead them to pioneer the advance of American civilization, incurring the hazards and hardships of the frontier, should, for their enterprise and courage, be made to pay the penalty of seeing their children grow up in ignorance? For this *is* the penalty. Who does not know that a three or five months' school is a mere pretense to education? To hold a school three or five months out of twelve, and then close it for the remainder of the year, with a new teacher after this long interregnum, is simply to make a farce of the whole thing. The children, during the long suspension of school, forget the little they had learned; the sisyphean stone of learning rolls back to the foot of the hill, for the new teacher to give it another feeble start upward, only to roll back again after another brief snatch of schooling—and thus *ad infinitum*. Thus, in many localities, while keeping up this absurd show of education, the children are growing up in ignorance.

Such a waste of money and labor is wicked, foolish and unjust. The money thus expended is almost entirely thrown away. Having some appearance of economy, it is only the extravagance of a niggardly policy that is really shameful waste. "Penny wise and pound foolish" is such a policy. The common sense of our people has already perceived this, and the bitter experience of many of our citizens who were taught in this fragmentary style, intensifies their conviction of the inefficiency and absurdity of such a system.

The evil is obvious and admitted by everybody. The remedy is wanted. Earnest and progressive minds are at work to find the remedy, and it will be found. We have our own view, which will be announced in due time—perhaps it may be embodied in legislative action. The ten months' school for every district in the State is our goal, and we must drive right on until it is reached.

REV. L. HAMILTON, President of the Oakland Board of Education, left on the 13th of June for a visit to the "old folks at home." During his temporary absence, Dr. Cole presides in his place. We wish our old friend a pleasant journey and safe return, invigorated by rest, and his soul watered and refreshed with "the dew of his youth."

EDUCATIONAL ITEMS.

SAN FRANCISCO PUBLIC SCHOOLS.—The condition of the public schools of San Francisco is, on the whole, quite satisfactory. The examinations at the close of the recent term, were conducted in a manner indicating that the school authorities are disposed to insist upon honest and thorough work, instead of encouraging or winking at a system which was a mere scramble for "promotions" to pupils and promotion for the teacher. The urbanity, punctuality and good sense of the new City Superintendent, with the large experience and ability of his Deputy, are producing the good results naturally to be expected. Though it cannot be said that merit always governs in the choice of teachers, yet, as a rule, the best teachers gravitate into the most responsible and desirable positions. There are rumors afloat of the retirement from the profession of some of the leading teachers of the Department. We earnestly hope they will not leave. It would be very difficult to fill their places adequately—impossible at short notice. We trust it will be the policy of the City Board of Education to retain its faithful servants. The way to do this is, to reward them according to the length and efficiency of their service.

JOINT INSTITUTE FOR MENDOCINO AND LAKE COUNTIES.—The proceedings of this body will be found in another place. The names of the members and the range of subjects treated, indicate the characteristics of the session. Experience, ability and zeal gave value and interest to the discussions and exercises, and a high-toned courtesy and genial spirit lent a peculiar social charm to the intercourse of the members. The State Superintendent is glad to tender a standing acceptance to a standing invitation to attend all the Joint Institutes of Lake and Mendocino counties, subject only to the inevitable limitations. The address of Dr. Thomas, on "School Government," will grace a future number of the TEACHER.

POLITICS AND SCHOOL OFFICERS.—The political pot has begun to boil, and soon we will be in the midst of an exciting political campaign. County Superintendents are to be chosen, and the candidates generally will be brought out by party nominations, and generally voted for on party grounds. There is no immediate remedy for this, and if both parties will select suitable men for this important office, no harm will be done. We observe a general disposition to choose men for County Superintendents who are more distinguished for zeal as educators than as politicians. This is well.

SANTA CLARA COLLEGE, S. J.—We had the pleasure of attending the Commencement exercises of this flourishing school, on the evening of June 6th. There was an immense concourse of people crowding the spacious theatre. The young men of the College rendered "Pizarro" with spirit, Mr. Malone throwing into the character of "Rolla" energy, enthusiasm, and *thought*. He is a young man of promise. C. F. Wilcox received the degree of A.M., and J. H. Campbell and S. M. White that of S. B.—all of whom acquitted themselves very creditably.

UNIVERSITY OF THE PACIFIC.—Owing to the fact that we were not apprised of the time, we were not present at the Commencement exercises of this

school. The newspaper accounts represent the occasion as pleasant and interesting. Presley M. Bruner and Robert E. Wenk received the degree of A.M., and Miss Mary E. Belknap that of B.S. Dr. Sinex was re-elected President—a deserved recognition of zeal and ability in his arduous work. This school never before had such encouraging prospects.

Oakland Female Seminary.—The Anniversary exercises took place in the Congregational Church, Oakland, on the evening of June 8th, and from the accounts in the Oakland and San Francisco papers, must have been delightful. There is an honorable significance in the fact that only *one* young lady was graduated. Miss Blake, in the spirit of an honest and earnest educator, is looking more to the character than to the number of her alumni. The Oakland Female Seminary is sustaining its well-earned reputation as one of our very best female schools.

The Public School at Cloverdale, Sonoma County.—Stopping at Cloverdale, *en route* to Ukiah, we paid a visit to the public school under the charge of Mr. Wilbur. We found this school to be characterized by two of the prime requisites for a good school—good order and liveliness. There has been great advancement in public school affairs at Cloverdale since we paid it our first official visit. There is no lovelier or healthier spot for a first-class High School than Cloverdale, and with such a teacher as Mr. Wilbur, supported by an intelligent Board of Trustees, we have reason to expect steady progress.

A Lady Examiner Elected.—Miss Mary Pascoe has been elected a member of the City Board of Examination by the San Francisco Board of Education. Why not? Miss Pascoe is competent, an accurate scholar, and a faithful and successful teacher. But she is a woman. So are three-fourths of the candidates who come before our Boards for examination. There is to us a manifest propriety in having at least one lady on these Boards. The lady teachers do their full share of the hard work: why not allow them at least a small share of the honors and emoluments of the profession?

That New Public School House at Los Angeles.—We shall watch with unabating interest the progress of the movement for the new public school house at Los Angeles. That it will be built, we assume as a forestalled conclusion. In the rapid march of improvement in that ancient city, the public schools will not be permitted to lag behind, for the efforts of the earnest and able teachers are seconded by an intelligent and liberal local press. The school teachers and editors working together in a good cause ought to be invincible.

Teachers who do not Read.—In our travels, we have met with teachers who acknowledged they read no educational journal. What reason or excuse could they offer for such neglect? None! Pure, unadulterated laziness is the only possible cause. The best of the Eastern educational journals cost but a trifle, while our own Teacher is published at so low a price that it is brought within the reach of all. These teachers who never read do not lead the profession.

The Obligation to Attend County Teachers' Institutes.—Should not

this obligation be considered imperative by teachers? Does not the law require that the Institutes shall be called by the County Superintendents, and provide that the salaries of teachers shall not be stopped on account of absence from school during their sessions? If one teacher may stay away in his discretion, why may not all?—thus nullifying entirely this most valuable educational agency. Some of the lady teachers rode sixty miles on horseback over lofty and rugged mountains, to attend the recent Institute at Ukiah, and were as bright as roses and as cheerful as larks. Here is an example for some of the late-sleeping, languishing "town girls," who show themselves at Institutes only at the "re-union" on the last evening!

PERSONAL.—Mr. George W. Minns, for many years connected with the School Department of this Coast, as teacher of physical geography and natural sciences, and then Principal of the Boys' High School in this city—more recently Principal of the State Normal School—afterwards Professor of Mathematics in (St. Louis) Washington University, is teaching in Boston at a salary of $3,000, and very much liked and respected both by his pupils and the City Board of Education, as he is worthy to be. We cordially extend to him the right hand of fellowship, and wish him continued success and prosperity.

MCGUFFEY'S READERS.—The adoption of these Readers was to take effect 1st of June, 1871. They will be furnished to schools at introductory rates until 1st of September, 1871. Schools that are not already supplied, can obtain the books of Isaac Upham, at H. Payot & Co's., 622 Washington street, San Francisco. PHILIP PHILLIP'S DAY-SCHOOL SINGER will also be furnished at introductory rates—35 cents.

NAPA COUNTY TEACHERS' INSTITUTE was held at St. Helena. The weather was unusually delicious, even for that place; and everything connected with the occasion was pleasant. Superintendent Ford had secured the services of Prof. Knowlton, whose instructive "talks" and inimitable readings added much to the profit and pleasure of the Institute. We (State Superintendent) had an opportunity on the last evening to address a large audience on the subject of public schools. A drive behind one of our friend Elgin's splendid teams in good company, to the White Sulphur Springs, and the "discussion" of the good things provided by our friend Alstrom, the proprietor, were incidental but very acceptable features of this Institute. The "proceedings" will appear in the TEACHER.

REPORT OF PUBLIC SCHOOLS.

ROLL OF HONOR.

STONE HOUSE SCHOOL DISTRICT, *Sacramento County:* Alfred Spooner, Teacher. Term ending April 14th, 1871.

Allie Briggs, Marian Van Trees, Ezra Tolle, Emma Anderson, Eliza Anderson, Katie Conner, Mary Driscoll, Jennie Perry, Benjamin Perry, Mary Shook, William Pollock, Lizzie Dunn, Maggie Dunn, Albert Briggs, John Van Trees, Arthur Conner, William Dunn, Clara McGlothin.

HUTSON DISTRICT SCHOOL, *Sacramento County:* L. A. HINMAN, Teacher.—For the month of May.

William Dart, Homer Woodworth, William Woodworth, Lucittia Swift, Henry Robbins, Henry Crabtree, Mary Masterson, Hugh Masterson, Maggie Masterson, Kittie Masterson, John Purkey, Annie Young.

Pleasant Grove District School, *Sacramento County:* L. A. Heiman, Teacher.

Cornelius Bandy, Charles Devin, Jane Devin, John Thompson, Mary Thompson, Buena Devin, Adolphus Devin, Lee Devin, Ellen Bandy, Louisa Nelk, Maggie Paine, Minnie Paine, Lonisa Winkleman, Clara Kelly, Mary Kelly, Mary Shaw, Frank Schulze, Charley Schirmer, George Schirmer, Alexander Goldburg, John Alden Atkins, Emma Steller.

Grass Valley Intermediate School, *Nevada County:* Miss Sallie Wells. Principal.—Month ending June 6th:

Mary Finnie, Mary Edwards, Mary Jones, Lottie Hocking, Bessie Abraham, Thomas Maroney, Joseph James, Sarah Pascoe, Anna Trewella, Bell Finnie, James Mulligan, Fred Thomas, George Woods, Hattie McLeod, John Collins, Thomas Edwards, Mary Bradley, Lizzie Adams, Lillie Trabilcox, Bell Smith, Flora Byrne, John Langdon, William Meager, James Gates, Willie Sleep, Archie Conway, Louis Dorsey, Walter Brough, Philip Doherty, Christy Miller, Joseph Kelly, James Byrne, Nellie Larcombe, Eliza Rule, Ella Sturgeon, Matilda Schrader, Olive Smith, Jennie Smith, Clara Hurber, Annie Odgers, Abbie Michals, Carrie Hocking, Milton Othet, Wartel Price, Henry Sanders, Henry Shoemaker, Richard Herry, Eddie Brockington and Oscar Klein.

North San Juan Gnammar School, *Nevada County:* T. J. Lyon, Teacher.

Misses Lillie Ray, Grace Hesseltine, Virginia Ray, Sarah Williams, Katie Downey, Allie Asay, Jennie Stotlar, Mary Banks, Matilda Lisson, Katie Bowen, Annie Hughes, Grace Downey, Carrie McCoy, May Wellman, Augusta Noblet.

Masters Benjemin Hesseltine, Samuel Lisson, William Wodell, George Ray, Samuel McNeill, James Briggs, Thomas Harris, David Morgan, Harry Buhring, Frank Reed.

Clear Creek District School, *Nevada County:* A. C. Pratt, Teacher.—Month ending May 12th.

L. E. Pelham, Mary E. Pelham, Celia Gilham, Minnie Alexander, Laura Alexander, Cordelia Adams, William Adams, William Gilham, Willard Barnes, Luzerne Barnes, Owens Davis, Jesse Womack, Robert Alexander.

Spring Lake District School, *Yolo County:* C. O. Perkins, Teacher.—For two months, ending May 19th.

Gertrude Ruggles, Amelia Fisher, Mary Asken, Hattie Wyckoff, Frank Fisher, Albert Tourtillott, Frank Stewart, James Wyckoff, Fillmore Wyckoff, Wm. J. Cook, Ella Tourtillott, Nina Dexter, Della Dexter, Eddie Wyckoff, Chas. Fisher, James Clanton, John Ruggles.

Ione City Public School, *Amador County:* A. J. Itsell, Principal.—Term closing July 1st.

Lula Whitlatch, Susa Whitlatch, Ella Sutherland, Willie Thompson, Mary Loskim, Lonisa Sibole, Mary Clark, Frankie Taylor, Edith King, May Mason, Anna Love, Mina Sprague, Eliza Clark, Lora Sprague, Addie Taylor, Jane

Gregory, Minnie Heffren, Ida Combs, Lora Laughry, Truman Thompson, Eugene Sutherland, Lola Putnam, Wm. King, Alah Laughry, Richard Parkinson, Eddie Wooster, James Taylor.

SAN ANTONIO SCHOOL, *Marin County:* N. H. GALUSHA, Teacher.—For month ending June 13th.

Spencer Rutherford, Thomas Rutherford, Herman Nawest, James Pemberton, Willie Pemberton, Perry T. Bradley, James Dodson, Sarah Rutherford, Mary Bradley, Margreta Baker, Ella Jones, Amanda Jones, Emma Dodson, Vida Bradley.

LONG VALLEY SCHOOL DISTRICT, *Mendocino County:* JOHN P. COSGRAVE, Teacher. For the month of April.

Emma Delaney, Sarah Smith, Maggie Farley, Virginia Lovell, Olive Braden, Sarah Shields, John Russell Poe, Edmund Vasser, Stephen A. Douglass Shields, Albert Francis Braden.

CAHTO SCHOOL DISTRICT, *Mendocino County:* TILLIE L. LYNCH, Teacher.—For the month ending April.

Jennie Tuttle, Alphonza Williams, California Remington, Frank Kuykendall, William Kuykendall, James White, Benjamin Case, Willie White, John Egbert.

VIRGINIA SCHOOL DISTRICT, *Yuba County:* R. MONTGOMERY, Teacher.—For month ending June 16th.

Etta Scott, Lona M. Nichols, Emma Huffmaster, G. James, Edward Jones, Charles Hamon, Georgie Scott, Georgie James.

UNION DISTRICT SCHOOL, *Santa Cruz County:* G. J. BROWN, Teacher.—For the term beginning March 20th, and ending May 19th.

Frank McLaughlin, John Bancon, Henry Smith, Cory Hussy, Jennie Bancom, Emma Hauer, Mellie Willson, Susie Day, Ada Williams, Louis Smith, Robert Hussey, Annie Hauer, Bell Hussey, Estella Tolman, Charles Tibbits, Freddy Tibbits, Fannie Williams, George Smith, Ira Hussey, Frank Willson, Chas. McLaughlin, August Zoellin.

BOOK TABLE.

BANCROFT'S TOURIST'S GUIDE. The Geysers. San Francisco and Around the Bay, (North.) San Francisco: A. L. Bancroft & Co. 1871.

We commend this neat little volume (227 pages) to the tourist and the pleasure-seeker—both to him who is "to the manor born," if California has such, and to the stranger who is within our gates. Its information is useful, entertaining and correct—qualities insured by the ready pen of the *unknown* author. The Yo Semite outfit is incomplete without it. It is accompanied by "Bancrofts' Map of Central California," from which all needed information in regard to localities and distances may be obtained.

DRAWING-BOOKS FOR SCHOOLS AND BEGINNERS. Designed and Drawn by H. H. HOLMES, Teacher of Drawing and Painting, Chicago, Ill. Published by Harper Brothers: New York.

To the lovers of the pleasing art, these books will be welcome visitors. In

beauty and correctness of outline, and in shading, they are, in truth, excellent. The first four books are already published, and constitute the Common School series. We are glad to commend such books to teachers and trustees.

ORAL TRAINING LESSONS IN NATURAL SCIENCE AND GENERAL KNOWLEDGE, embracing the Subjects of Astronomy, Physiology, Chemistry, Mathematical Geography, Natural Philosophy, The Arts, History, Development of Words, etc. Intended for Teachers of Public Schools, and also for Private Instruction. By H. BARNARD, Principal Lincoln School, Minneapolis. A. S. Barnes & Co.: New York and Chicago. 1871.

These fifty lessons and the accompanying printed directions for using them, would form an instructive course, either for a class or for instruction in the family; while the teacher will find many valuable thoughts and suggestions on methods, which he can turn to daily use in his classes. For sale by A. Roman & Co., San Francisco.

THE ELEMENTS OF GENERAL HISTORY. By Rev. JOHN P. CARTER, A.M. New York: University Publishing Company, 4 Bond street. 1871.

We know of no work which presents the principal events of the world's history so clearly, skillfully, and at the same time succinctly, as this. Guarding against a few inaccuracies in point of fact—such as the statement on page 35—"Babylonian *Jews*, and nearly all Eastern nations began the day at *sun-rise*"—the teacher could place no better manual in his pupil's hands.

"FIRST LESSONS IN PHYSICS." By C. L. HOLTZE, of the Cleveland High School.

This is the first of a graded series of three books on Physics, to be issued July 1st, from the press of Messrs. Hendricks & Chittenden, 204 North Fifth street, St. Louis, Mo. The plan is inductive, and comprises forty lessons—one lesson a week for the scholastic year. The book is designed for the higher grades of Grammar Schools.

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JUNIOR CLASS—*First Session.*

**Arithmetic*—Robinson's Higher.
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**Orthography*—Willson's.
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Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.
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To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age, and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

CALENDAR FOR 1871–72.

First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

For additional particulars, address

REV. W. T. LUCKY, A. M., PRINCIPAL, San Jose.

March 25th, 1871.

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THE

CALIFORNIA TEACHER.

AUGUST, 1871.

Vol. IX. SAN FRANCISCO. *No. 2.*

ADDRESS OF SUPERINTENDENT FRY,

DELIVERED BEFORE THE SOLANO COUNTY TEACHERS' INSTITUTE, AT VALLEJO, JUNE, 27, 1871.

Ladies and Gentlemen, and Fellow-Teachers:

Uncontrollable circumstances for the past few weeks, as well as a wish for the Institute to listen to abler persons than I, will cause me to be brief.

I am glad to meet you under such favorable auspices, having the advantage of pleasant surroundings, healthful climate, and cheerful and intelligent faces.

The object of this meeting is doubtless known by all to be, to more fully fit us for "Our Work." This, we conceive, will be more effectually accomplished by illustrating school-room labor; by practical class drills, followed by any pertinent remarks of experienced teachers, instead of occupying so much time with lengthy, abstract lectures.

The Teacher's Work is eminently a noble calling, in which we think none but the clearest minds and noblest hearts, with the highest culture, should engage. In short, the avocation should be filled by native and cultivated genius, that expects to make teaching a life-work. Not till *then* will the work of the Teacher be so highly appreciated, and as remunerative to both teacher and pupils.

The Object of Teaching is briefly given by Spencer, as "the right ruling of conduct in all directions, under all circumstances. Teaching the way to treat the body, the mind, how to manage our affairs, how to bring up a family, how to behave as a citizen, how to utilize all those

sources of happiness which nature supplies; how to use all our faculties; how to live completely." And this being the great thing needful for us to learn, is, by consequence, the great thing which teaching has for its aim and end. Every child in the United States should have the advantage of a free common school education, and be required to attend, in order to insure self-preservation, the preservation and happiness of families, communities, states, and an intelligent suffrage, upon which bases the perpetuity of our nation, and the consequent respect and good of the world.

The importance of the Teacher's Work requires first-class qualifications. Such teachers as Confucius, Socrates, Plato, Reed, Stewart, Mann, Sigourney, Willard, Kirkland, and many beside, speak volumes through their names alone. We should reverently bow to such examples. Then have decision of character, purity of purpose, and follow the leading element of success—"Enthusiastic Toil," with the motto ever before us, "Heaven helps those who help themselves." Self-effort is the root of all genuine growth in the individual. Whatever we become is the result of self-effort or non-effort. Here is, with little exception, where the success of every person, of every calling, hinges—on self-effort. Then, to bring the acquirements of the past into present use, and imbue us with the spirit and qualities of those gone before, at least in proportion to our capacity, evidently devolves on us. If Hazlitt is correct, "there is room enough in life to crowd almost every art and science in its leisure moments. If we pass no day without a line, visit no place without the company of a book—we may with ease fill libraries, or empty them of their contents. The more we do the more we can do; the more busy we are, the more leisure we have."

"Without comment, some of the attributes essential to a true teacher may be briefly given as follows: Common sense, patience, hopefulness, cheerfulness, frankness, generosity, love of calling and children, forgiveness, justness, and how to deal it out to all, tact in impressing one's self on others, amounting almost to a species of personal magnetism, skill in government, talent in exposition, an acquaintance with human nature and conscientiousness. Then the very creditable standard of qualification for the profession of teaching, set up in our adopted State, should be attained by all, as a very essential quality of the energetic teacher.

Although we may not reach the standard of many of our predecessors or even cotemporaries, yet it is all with *us* whether we obtain a respectable and useful place in the ranks of our fellow-laborers. Be-

lieve me when I say it will pay to reach the acme of our capacity.

The true teacher has an earnest devotion for his work. *If conscientious and faithful,* it is the most anxious, ceaseless, and exhausting of human occupations, gnawing at the vital energy and drawing on the stock of nervous power unceasingly. In view of these facts, for the good of the teacher and those taught, we believe every aid that tends to shield the teachers in their work should be brought to bear.

1st. Teaching should be recognized as a profession, the standard of which should be high, the protection of which should be in the hands of competent and professional teachers. Committees of examination should discharge their duties faithfully and fearlessly, with an eye to the true interest of our schools, our people and our occupation, regardless of the pressure of friends or complaints of unsuccessful candidates. Honor the profession to be honored. Be a character, that you may appear that character.

But the mere "novice in the trade," who has chosen teaching only to avoid more unpleasant labor, or to gain the means to accomplish the object of his own personal ambition, having no interest in the business or idea of his responsibility, should be driven from the field as unworthy the high position he occupies. Why should not the profession of teaching be as exalted, and be made as exclusive as any other? No good reason can be assigned; while on the contrary, much can be said in behalf of this position. When teaching becomes a profession it will secure the best talent, and make the work self, family and lifetime-supporting—hence free the teacher from embarrassment, under which he cannot successfully labor, and thereby become an aid to him in the calling of his choice.

2d. When a professional standard once becomes a permanency, we think we have an argument, if we never had before, for asking legislative aid, making our common schools free ten months out of the year. We have reason to be thankful for the aid already granted by our Legislature, and believe ere many years, perhaps months, at most, we shall realize our utmost desires, in knowing that every school in this State has been made free by the taxation of its property, the true foundation on which to base the education of a republic. Statistics show crime to diminish or grow as intelligence or ignorance prevails, and that intelligent labor is more profitable to a country than any other—intelligence being the motive power of trade, commerce and manufactures.

The Hon John Swett, ex-State Superintendent, says: "The solid

wealth of any State consists in educated and industrious men and women." Horace Mann says it insures property and invades crime, while all educators are unanimous in saying we should have our common schools free ten months in the year. Mayhew says of the wonderful results: "It is thus established, that a good system of common school education, one that is sufficiently comprehensive to embrace all our country's youth in its benevolent design, would free us as a people from a host of evils growing out of popular ignorance; that it would increase the productiveness of labor, as the schools advance in excellence, indefinitely; that it would save to society, in diminishing the number of paupers and criminals, a vast amount of means absorbed in the support of the former, and in bringing the latter to justice, a tax which upon every present generation is more than sufficient for the education of the next succeeding one; that it would prevent the great majority of fatal accidents that are now depopulating communities wherever ignorance prevails; that, by imparting a knowledge of the organic laws, the observance of which is essential to health and happiness, it would save the lives of a hundred thousand children in the United States every year, and that by promoting longevity, in connection with the advantages already enumerated, it would tend more than all other means of state policy to increase at once the wealth and the population of our country; that its legitimate tendency would be to diminish, from generation to generation, not only drunkenness and sensuality in all its protean forms, but idiocy and insanity, which result from a violation of the laws of our being, which are the laws of God; that it would, in innumerable ways, tend to diminish the sufferings and mitigate the woes incident to human life, while it would acquaint man with the will of the benevolent Creator, and lead him to cherish an habitual desire to yield obedience thereto; and that it is the only possible means of perfecting and perpetuating the inestimable boon of civil and religious liberty to the latest generations, and thus securing to the race the maximum of human happiness. Yes, a system of popular education adequate to the requirements of the States of this Union will do all this. None, then, it would seem, can fail to see that true state policy requires the maintenance of improved free schools, good enough for the best, and cheap enough for the poorest, which are a necessary means of universal education."

Revelation says: "My people are destroyed for a lack of knowledge; because thou hast rejected me I also will reject thee." While Solomon, the wise man, lauds wisdom in all his writings. Have we, then,

not a right to ask this aid, which not only interests the teacher directly, but blesses our country?

3d. Trustees, we generally find to be careful and conscious men, having the true interest of their District at heart. They will aid much in the advance of our work, by employing the professional teacher to the amateur. If an amateur is needy, better make him up a purse—if he wishes to amuse himself, he may find recreation in less solemn things than teaching—if he is seeking an easy place, he has made a mistake, for Henry Ward Beecher assures us of but one such—the grave.

4th. Secure the influence of the parent as an aid in advancing their own children. It is well known that it is very natural for the parents, having the child under their care five-sixths to three-quarters of the time prior to its twenty-first year, to have a greater influence upon their own children than that of the teacher. For this reason, the child as well as the teacher, can ill afford to lose the joint influence of both parent and teacher. No feeling or prejudice on the part of the parent against the teacher, should be known to the child; far better for the teacher to know it from the parent directly, then letting reason and the good of the child be their uppermost thought, unite their efforts for its good and the consequent good of society. Then visit the patrons, which will often be the means of removing false impressions, if any exist, and they—the parents—will conclude you are not so bad after all—especially if you are sociable, friendly, and *interested* in the parents' children.

5th. Be interested in the work; infuse life and energy in every one if possible; have the interest of your school at heart, which is self-interest, and when all think you want them to succeed, you have established your influence to a great extent, perhaps wholly, with all those who are natural workers.

6th. Order will flow in proportion to the time the pupils can be successfully employed, which will be in proportion to the interest infused in them by teachers, aided by parents.

7th. The previous aids pave the way to more recreation—such as excursions, trips to the Yo Semite, the Big Trees and the Geysers; or to the mountains, valleys and groves—taking wife and children, if we have any, as sharers of our pleasures. If we have no wife, take some one that is willing to become one. This will add to our length of days, and give more vitality to our schools, as well as ourselves.

Labor on hopefully, energetically and unceasingly in the cause of

education. Work does not kill; it is worry, debasing toil and bad living. The hardest workers live the longest, particularly those who have an honorable, useful and remunerative employment. The successes of to-day will not suffice for to-morrow. We must labor on, in order to keep up with an advancing age, and meet future emergencies. It is the continued dropping that wears away the stone. Then as the coral is unceasingly building great islands, as the elements are continually producing a change, and as the pushing energies of science, art and commerce are continually developing, so let us keep pace with the busy throng—that our object may be gained through native and acquired qualifications, assisted by all the aids which we can bring to bear.

I close by asking the forbearance and co-operation of all in our good work; by wishing we may be useful here, hence the world be made better by our living; and by hoping we may all be saved in the future world through our Teacher of teachers.

SOLANO COUNTY TEACHERS' INSTITUTE.

Vallejo, July 3, 1871.

Pursuant to the call of William H. Fry, Superintendent Common Schools Solano County, the Institute commenced in the Vallejo Public School-house, on the morning of Tuesday, June 27th, at 10 A.M., and closed at 10 P.M., Friday, June 30th. Sessions: 9 to 12 M., 2 P.M. to 5 P.M., and 8 P.M. to 10 P.M.

Officers—W. H. Fry, President; Geo. C. Mack and N. Smith, Vice Presidents; Wm. Crowhurst and A. W. Peck, Secretaries; W. F. Roe and Miss Isabella Murphy, Critics.

Lectures—"Teachers and Teaching," by Prof. Carr; "Chemistry of the Atmosphere," by Prof. Carr; "The Educational System of California," Hon. O. P. Fitzgerald, Superintendent Public Instruction; and "What are our Girls Coming To?" by Prof. E. Knowlton.

Addresses.—"The Teacher's Work," by W. H. Fry; "Some of the Duties of a Teacher," by Rev. N. B. Klink; "Extensive and Varied Study Necessary for Success in Teaching," by Wm. Crowhurst.

Class Exercises: Grammar—Parsing, Analysis and Diagrams. Penmanship—Forms, Systems, Invention and Model Methods. Arithmetic—Addition and Subtraction. Geography—Direction, Physical Divisions and Definitions. Elocution—Recitation, Reading and Declamation. Grammar—Origin of the Parts of Speech, and Methods of Teaching Them. Gesticulation—with arms, hands and fingers. History—Ancient

and Modern, Home and Foreign, Current, Newspapers and Magazines, Biography and Autobiography. School Discipline—Proper and Improper Punishment. Spelling—Oral, Written, Standards of and Inventions in. Arithmetic—Percentage and California Interest. Physiology—including Hygiene and Calisthenics.

The report of the committee on Resolutions was as follows:

Resolved, That the thanks of this Institute are due, and are hereby extended to Professor Carr, of the State University, for his instructive lectures before this body, and to Professor Knowlton, for his genial and earnest efforts for our good; that this Institute believes these have been highly beneficial, and desires to express its grateful acknowledgment.

Resolved, That our thanks are due, and are hereby extended to Superintendent Fry, for the courteous and impartial manner in which he has conducted our proceedings; and that we are under many obligations to Mr. Wm. Crowhurst for the various and kind services he has rendered this Institute during its session.

Resolved, That our thanks are due, and are hereby extended to the officers of the California Pacific Railroad, for granting members of the Institute free passes on their routes; to the Trustees of the M. E. and Presbyterian Churches for the use of their houses of worship; to the city papers for their careful and ample reports of our proceedings; to the Matron of the Orphans' Home for courtesies extended; and also to the Board of Education of the Vallejo Public Schools, for the use of their pleasant and commodious room.

They were unanimously adopted.

Mr. Dozier then presented the following resolution, which, after some discussion, was unanimously adopted:

Resolved, That in the opinion of the Solano County Institute, the present regulation in reference to the study of "Written Grammar" in our schools is unnatural and injurious; that, as a branch of study, the text-book is introduced too early in the public school course, requiring much greater mental strength than other studies commenced at the same time; that it should be placed in the hands of pupils when they commence higher arithmetic, philosophy, and studies of equal grade; and that previous to that time, teachers should endeavor to present the subject in a simple and practical manner to their pupils, and teach them to speak and write correctly without necessarily referring to any particular text or text-book of grammar.

The following resolution, introduced by Professor Simonton, was unanimously adopted:

Resolved, That the education of the youth of this State should be made compulsory.

Committees: Introduction—A. W. Peck, Judge J. G. Lawton, Rev. N. B. Klink. Resolutions—Miss Julia Benjamin, N. Smith, G. P. Anderson, Wm. Crowhurst and Isabella Murphy. Excursion to the "Orphans' Home,"—Wm. Crowhurst.

Trustees in attendance:

J. G. Lawton, City Superintendent Vallejo Public Schools; M. J. Wright, Secretary of Board of Education, Vallejo; J. S. Halsey and E. M. Benjamin, Directors Vallejo Public Schools; Mr. Pierce, American Canon; R. C. Marshall, Center District, Vaca Station.

The following members were enrolled:

Dr. Alex. Anderson, Miss Jane Anderson, Miss Johanna Anderson, G. P. Anderson, M. V. Ashbrook, Jerome Banks, H. H. Banks, John A. Barron, Mrs.

M. Bachelier, Miss Jessie Benjamin, Miss Julia Benjamin, Prof. E. S. Carr, E. A. Clough, C. C. Conrad, Miss Sadie Creighton, Wm. Crowhurst, Mrs. Wm. Crowhurst, Miss Hettie Dempsey, A. W. Dozier, Miss H. E. Drake, Miss Nettie Fagg, Henry W. Fenton, E. G. Field, Hon. O. P. Fitzgerald, Miss Mary Foye, W. H. Fry, Mrs. W. H. Fry, Mrs. Gabey, Miss Emma Gabey, Miss Fanny Garrettson, Miss J. W. Janston, C. A. Kidder, Mrs. C. A. Kidder, Rev. N. B. Klink, Mrs. N. B. Klink, Miss A. Klink, Miss J. Klink, Prof. E. Knowlton, Mrs. E. Knowlton, J. G. Lawton, Mrs. J. G. Lawton, Wm. Lloyd, Prof. J. C. Mack, Miss Kate McGugin, Miss E. M. McGuire, Miss S. A. McKenna, F. D. Mize, Miss H. E. Mize, Chas. A. Moore, Miss Fannie Mosher, Miss Isabella Murphy, M. J. Nolen, Mr. Oliver, Prof. A. W. Peck, H. B. Pendegast, Mrs. M. L. Pexton, Rev. C. E. Rich, Prof. W. F. Roe, Marshall Roe, Miss Rutherford, Allan P. Sanborn, Prof. G. W. Simonton, Mrs. G. W. Simonton, Mr. N. Smith, Mrs. N. Smith, Solomon Smith, Mr. Speck, Miss R. Spencer, Miss Harriet Stevens, Miss M. D. Stone, W. S. Tayler, Dan. J. Taylor, Miss E. Thompson, Prof. E. T. Thurston, Miss Mary Tobin, Prof. W. H. Tripp, Miss Fanny Watson.

Superintendent Fry's address was well received, and contained many good, useful and truthful remarks and theories. He reviewed some of the principal aids to teachers in their noble and and arduous undertaking. He is a practical teacher, has spent many years in the schoolroom, and hence was well able to instruct us in necessary aids.

Our Institute gave but little time to Lectures, and much to Class Exercises. Professor Carr's lectures were well received. His subject, "Chemistry of the Atmosphere," was well illustrated with apparatus; and we think some of the ladies will be better bread makers than they were before his visit. His method of explaining how to awaken the interest of children with five dollars' worth of apparatus, was particularly interesting to teachers.

Prof. Knowlton devoted one evening to "Select Readings." They were well rendered, and have encouraged in many of the pupils a desire to become elocutionists. On another evening, he gave us "What are our Girls Coming To?" and answered the question "physically, mentally and morally." He was opposed to everything in dress either gaudy, needless or uncomfortable. Speaking of a woman in the fashion, he said: "In the name of all the sweet, simple sentiments that cluster about a home, I would ask, how is a man to fall in love with such a compound, double and twisted, starched, comical, artificial, touch-me-not, wiggling curiosity?"

Hon. O. P. Fitzgerald, State Superintendent of Public Instruction, entertained a large, attentive and appreciative audience on the last evening. Hundreds flocked to hear him, and many were compelled to turn away for lack of room. His lecture was excellent, inasmuch as it referred to the leading educational topics and questions of the day. The following from the *Vallejo Chronicle*, expresses the exact feelings of his audience: "But he said so many good things, it is hard to discriminate which were best."

Mrs. R. Armitage, Matron of the Good Templars' Orphans' Home, having invited the Institute to visit said building, cordially received us on Friday morning, showed us into the reception room, where we spent some time in introductions and singing, and then accompanied us all over the spacious, delightful and healthy mansion. We visited the school-room, where some forty children were seated at their desks. Prof. Simonton, ex-trustee, introduced Prof. Knowlton, who delighted the children with a few excellent remarks, and elicited the following from one of the little folk: A Good Templar is one who neither drinks, smokes or chews.

The Institute was a decided success, calling many of even the bashful ones to their feet. Fear of imposing on the editors of the TEACHER alone prevents me from giving many good things that might be of *practical benefit* to the readers of our "Educational Journal."

WM. CROWHURST, Sec'y.

SANTA CLARA COUNTY TEACHERS' INSTITUTE.

SAN JOSE, June 26, 1871.

The Institute met, pursuant to a call of the Superintendent, at the court house in San Jose, and was called to order at 10 o'clock A.M. by N. Furlong, County Superintendent. W. W. Kennedy was elected Secretary pro tem. On motion, the Chair appointed J. G. Kennedy, J. B. Finch and C. W. Baker a Committee on Permanent Organization.

Institute adjourned to meet at 2 P.M.

The following names were registered during the sessions of the Institute:

Irving P. Henning, J. O. Hawkins, Jas. B. Finch, W. W. Kennedy, C. H. Crowell, S. E. Shaw, Prof. G. P. Newell, W. C. Hart, W. B. Hardy, F. M. Crossett, J. G. Kennedy, C. W. Baker, Frank Baker, R. E. Wenk, W. E. Hughes, W. O. Swinnerton, Leonidas Garrigus, H. C. Rohrbach, T. W. Whitehurst, R. D. Kennedy, W. G. McPherson, T. E. Kennedy, Addison Jones, V. J. Van Doren, John Jordon, G. E. Lighthall, S. M. Shearer, Wm. Kermode, W. Hamilton, W. T. Lucky, H. P. Carlton, Stephen McPherson, R. C. Croskey, C. B. Towle, G. Vaughn, A. B. Hughes, John Fox, J. H. Braly, A. W. Butler, S. J. Westlake, Thos. Sinex, A. L. Fitzgerald; Mrs. E. J. Bassett, Flora A. Parker, Susie D. Marsh, M. S. Carey, Beatie Hollenbeck, C. M. Churchill, D. K. Crittenden, B. T. Brown, M. C. Hart, Lizzie M. Crossett, J. O. Hawkins, Maggie H. Dimick, Julia Kennedy, Dorcas Clark, John Fox, C. E. Gabriel; Miss Mary Simonds, Alberta Montgomery, Florence Wilcox, Carrie Shaw, Mary E. Williams, Adella A. Marvin, M. O'Meara, Ellen Conmy, Delia Madden, Emma Forsyth, F.

C. Hazard, Lizzie Kerr, Lizzie Hamilton, Sarah Dixon, Sophia Faulkner, Ella L. Bassett, Ella Russell, Ruth Gruell, Mary E. Murphy, B. A. Bicknell, Carrie A. Stevens, Florence Grigsby, Cynthia Turner, Hattie Barton, Hulda Hammond, Mary Laird, Lucy Houghton, Ida Grissim, Katie Blythe, Mary A. Kelly, Meta J. Gould, Mary A. Wright, Josie Wright, Jennie McComb, Mattie Ferris, I. Richards, Mattie Peckham, E. W. Houghton, Susie Crenshaw, Sallie B. Webb, Linda Armstrong, Iantha Vestal.

Whole number enrolled, 100; teachers, 76.

AFTERNOON SESSION.

Institute met pursuant to adjournment. Superintendent Furlong in the chair. Minutes of morning session read and approved.

Committee on Organization reported in favor of the election of a Vice President, Secretary and Assistant Secretary; that committees be appointed on Programme, on Questions, on Resolutions, on Introduction, on School Records, and on School Libraries. Also that the morning sessions shall be from 9:30 to 12, with an intermission of fifteen minutes, and the afternoon sessions from 1:30 to 4, with intermission of fifteen minutes; evening session to commence at 8 o'clock. The report was received and adopted.

Mr. Hardy, City Superintendent of Schools of San Jose, was duly elected Vice President; W. W. Kennedy was elected Secretary and Miss Alberta Montgomery Assistant Secretary. The Chair appointed the following Committees:

Programme—J. B. Finch, W. E. Hughes and Mrs. E. J. Bassett.

Resolutions—J. G. Kennedy, C. H. Crowell and Miss Adella Marvin.

Questions—A. Jones, J. O. Hawkins and Miss Carrie Shaw.

Introduction—Irving Henning, Miss Mary Simonds and Miss Delia E. Madden.

Music—G. E. Lighthall, Mrs. Hollenbeck and Miss Alberta Montgomery. Adjourned.

SECOND DAY.

Institute met at 9:30 A.M. Minutes read and approved.

Music—Duett, "I know a bank whereon the wild thyme grows," by Mrs. Beatie Hollenbeck and Miss Ella Bassett. Mr. W. O. Swinnerton favored the Institute by reading "Twenty Years Ago," and "Green Apples." Followed by an interesting discussion on Arithmetic by S. M. Shearer, of San Juan, N. Furlong and others.

The Institute next enjoyed a recess.

Mr. J. B. Finch in the chair. C. H. Crowell gave an exercise in

Geography which was received with marked interest. He was followed by J. O. Hawkins on the same subject.

The proceedings closed by a class exercise in naming towns, conducted by C. H. Crowell. Adjourned.

AFTERNOON SESSION.

Supt. Furlong in the chair. Minutes read and approved.

Music—Quartette, "When the Summer Rain is Over," by Mrs. Beatie Hollenbeck, Miss Ella Bassett, Albert Mac and Benjamin Caswell.

Prof. G. P. Newell addressed the Institute on the method of teaching Vocal Music.

A. Jones was called to the chair. An essay on "Are we up to the Times?" by J. O. Hawkins, was well received; after which J. B. Finch delivered a short address on Orthography and illustrated his views by a lively class exercise. Recess of fifteen minutes.

The Superintendent having called the Institute to order, Mr. Hamilton, of the San Jose Institute, discussed the subject of Penmanship.

G. E. Lighthall conducted an exercise in Grammar, illustrating his ideas by means of Clark's diagrams. Adjourned.

EVENING SESSION.

Superintendent Furlong in the chair. Music—"Man the Lifeboat," by Miss Adella Marvin, the acompaniment by Miss Ella Bassett. The President then introduced Dr. Lucky, Principal of the State Normal School, as orator of the evening, who was received with applause. Subject—"Our Common Schools: their Excellences and their Defects," which was listened to with interest throughout. Followed by remarks by Messrs. Webb, Hardy and Furlong. Adjourned.

THIRD DAY.

Institute met at 9:30 A.M. Music—"When You and I were Young," by Mrs. Hollenbeck, Miss Ella Bassett, Albert Mac and Benjamin Caswell. On motion the chair appointed two critics, viz: Irving Henning and Miss Emma Forsyth. Prof. Carlton made some pointed remarks on criticism.

Reading—"The City of Boston," by Miss Alberta Montgomery, was received with applause. Book-keeping, by H. C. Rohrback, was discussed and the mode of teaching illustrated on the blackboard. Mr. Furlong followed with an interesting talk on Arithmetic. Recess.

The Institute resumed business by opening the Question Box, followed by a promiscuous discussion on some of the questions. Prof. C. H. Crowell occupied the remainder of the session with a very interesting talk on teaching History.

The critic's report was read. The chair announced that the roll would be called in the afternoon. Adjourned.

AFTERNOON SESSION.

Music—"Larboard Watch," by Messrs. Caswell and Mac. The chair appointed as Committee on School Records, J. G. Kennedy, G. F. Baker and Mrs. B. T. Brown. On School Libraries—J. H. Braly, C. B. Towle and S. M. Shaw.

Prof. Newell continued his instructions on teaching Vocal Music. G. F. Baker read a very excellent and interesting essay on "Compulsory Education." J. B. Finch continued his instructions on teaching Orthography. Recess followed and appeared to be fully appreciated by all.

Prof. Hamilton continued his instructions in Penmanship, following the system of Payson, Dunton & Scribner.

Prof. Lighthall continued to illustrate his mode of teaching Grammar by forming a class and going over the ground as he would in the schoolroom.

The roll was called and eighteen of the teachers enrolled found absent, seventy-five present. Adjourned.

EVENING SESSION.

Music—"The Old Sexton," by B. Caswell; "By the Sad Sea Wave," by Miss Jennie McComb, accompaniment by Miss Ella Bassett.

Prof. A. L. Fitzgerald was introduced and, after relating an amusing anecdote, proceeded to address the Institute on "The Economy of Thought," which was received with attention.

FOURTH DAY.

Institute met at 9:45 A.M. Superintendent Hardy in the chair.

Music—"Threatening Death to Traitor Slave," by Mrs. Hollenbeck, Miss Ella Bassett, B. Caswell and Albert Mac. The reading of "Lochiel's Warning," by Miss Mary L. Williams, and "The Gridiron," by W. O. Swinnerton were both well received. Irving P. Henning followed with an able essay on "Our Duties," which was received with applause. J. B. Finch continued his instructions in Orthography. Recess.

Superintendent Furlong in the chair. Jas. G. Kennedy discussed the subject of Compositions and gave illustrations on the blackboard. The Question Box was then opened and a lively discussion followed on teaching Bookkeeping, participated in by Messrs. Jones, Towle, J. G. Kennedy, Rousseau and Jordon.

Addison Jones discussed the subject of Corporal Punishment and

School Government, who was followed by R. D. Kennedy, of San Luis Obispo. Adjourned.

AFTERNOON SESSION.

Music—"Bird of Beauty," by Miss Georgia Hall; accompaniment by Mrs. Hollenbeck.

Prof. Newell continued his discussion on teaching vocal music. He strongly urged the necessity of grading the classes in teaching music as in teaching any other branch of study.

An essay on "Natural History and its Value in the Public Schools," by Prof. Carlton, was well received. Recess.

A motion prevailed dispensing with the regular order and substituting the subject of Cumpulsory Education. Speakers were limited to ten minutes. A discussion ensued, participated in by Messrs. Carlton, Baker, Crowell, Hart, Wenk, Hardy, Braly, Jordon, R. D. Kennedy, and Dr. Lucky. Adjourned.

EVENING SESSION.

The discussion on the subject of Compulsory Education was resumed and participated in by Messrs. Van Doren, Finch, Whitehurst, Shaw, Hardy, Rousseau, Furlong, W. W. Kennedy, Webb and R. D. Kennedy.

Music—"Rock of Ages," by Misses Georgia Hall, Ella Bassett, Albert Mac and Benjamin Casswell.

Rev. Dr. Sinex was introduced and proceeded to address the Institute on "The Nature of Our Work and How we should Perform it." Adjourned.

FIFTH DAY.

Select readings, "Josiah Bedott," by Miss Mary Simonds; "Farmyard Song," W. O. Swinnerton. Mrs. C. M. Churchill read an interesting essay on "Small Talk."

The subject of Arithmetic was discussed by J. G. Kennedy, J. B. Finch and S. E. Shaw; followed by music, "Bow down thine ear," by Mrs. Hollenbeck, Miss Ella Bassett, Albert Mac and Benjamin Caswell. Recess.

Institute resumed business, J. B. Finch in the chair. The committee on School Libraries reported as follows:

First—We find that in quite a number of schools in this county the libraries are in good condition and are successfully used, but in a still greater number, probably, the libraries are not considered as of any particular importance.

Second—We believe that the law requiring the purchase of school libraries is a wise provision in our school law, and that the failure in

many of our district schools to have a library, valuable and useful to such schools, is on account of the lack of interest in such matter by the school officers and teachers having charge of these schools.

The report was accepted and the committee discharged. Moved that the report be adopted; discussed by Messrs. Towle, Shaw, Swinnerton, W. W. Kennedy and Braly; the vote being taken the motion prevailed. Adjourned.

AFTERNOON SESSION.

Music—"Make me no Gaudy Chaplet," by Misses Sallie Webb, Florence Wilcox, and Ella L. Bassett. Select reading, "The Bewitched Clock," by W. O. Swinnerton.

Prof. Newell continued his instructions on teaching Vocal Music.

Superintendent Furlong explained his method of teaching Penmanship.

After a pleasant recess the committee on School Records reported as follows:

1. That every school should be provided with a register for the purpose of recording the name, age, nativity, date of entrance, and the standing of any pupil who may belong to the school during the year.
2. That an accurate daily record of the attendance, the punctuality and deportment of each scholar should be kept by every teacher.
3. That class marking should be entirely thrown aside, and that regular monthly examinations be adopted in its place.

On motion the report was considered item by item; the first and second being adopted, the third was discussed and rejected.

The Committee on Resolutions reported as follows:

1. That to insure a full attendance, this Institute should be called during th Spring term of schools and that the County Superintendent is hereby requested to convene the same on or about the first week in May, 1872.
2. That it is unprofessional conduct on the part of any public school teacher to voluntarily absent himself from the regular sessions of this Institute.
3. That the welfare of the State demands that all of her citizens should receive a Common School education and that it is the duty of the Legislature to pass such laws as will compel the parent to give the child the proper education.
4. That the thanks of this Institute are due and are hereby tendered to Messrs. Caswell and Mac, and Miss Holland and other members of the profession for the many beautiful musical selections with which they have favored the Institute; to Prof. Newell for his able instructions in music; to Prof. Hamilton for instruction in penmanship; to Messrs. Morton & Co. for use of piano; to Dr. Lucky, Dr. Sinex, Prof. Carlton, and Prof. Fitzgerald, for their able and instructive lectures; to the County Superintendent of Schools for the fair and impartial manner with which he has administered the affairs of our School Department and present Institute; to the Board of Supervisors for use of the court house, and to the gentlemanly Sheriff of our county for his kindness in showing us through the new and magnificent jail.

On motion the report was received and the resolutions acted on separately. The first and second were adopted; the third was adopted after being discussed by Messrs. Lucky, Carlton, Baker, R. D. Kennedy

and Finch in favor and Braly and Hughes against; the fourth was adopted.

On motion the Secretary and Assistant Secretary were returned thanks for the efficient manner in which they had performed their arduous duties.

The President announced that the Institute would close with literary exercises in the evening, to be followed by a reunion in the Skating Rink; tickets for admission could be had from the President. Adjourned.

EVENING SESSION.

The exercises were well received. Superintendent Furlong returned thanks to those contributing to the evening's entertainment.

The reunion was a brilliant affair, there being over five hundred in attendance and all seemed to be highly pleased.

W. W. KENNEDY, Secretary.

NAPA COUNTY TEACHERS' INSTITUTE.

ST. HELENA, June 20, 1871.

The Institute was called to order by G. W. Ford, County Superintendent, and the following names enrolled:

Miss Ida Kilburn, Florinda Leonard, Louisa Thompson, Mary Cole, Louisa Maguire, Eloise Tabor, Annie M. Robinson, Louisa G. Towle, Annie Merrell, C. J. Frisbie, Mrs. Martha L. Bryant, Miss Emma McKane, Mary H. Dudley, Ella Crisman, Mr. B. E. Hunt, R. J. Hudson, Lilburn W. Boggs, Bennett Yarnall, Chas. W. Miller, Adam B. Abbott, M. V. Chapman, George K. Drew, C. B. Lane, C. A. Menefee, James D. P. Hungate, L. Fellers, J. P. Taylor, Warren Abbott, A. R. Story, G. W. Owen, James Rogers, Jesse Wood, W. A. C. Smith, E. T. Thurston, N. A. Morford, Louis Wallace.

L. Fellers was elected Secretary and Misses C. J. Frisbie and Louisa Thompson, Assistant Secretaries; C. A. Menefee and Bennett Yarnall were elected Vice Presidents. Committee on Order of Exercises—Miss Louisa Maguire, Florinda Leonard, Mr. L. W. Boggs and B. Yarnall; on Resolutions—Mr. A. B. Abbot, J. P. Taylor, J. D. P. Hungate and C. A. Menefee; on Music—Miss C. J. Frisbie, Ida Kilburn, E. Tabor and Mr. B. E. Hunt; on Question Box—Miss Annie M. Robinson, Susie G. Towle and Ida Kilburn.

The following resolution was adopted:

Resolved, That this Institute extend a cordial invitation to all persons who are interested in the cause of education to unite with us in our work.

The Order of Exercises for Wednesday was read and adopted.

Miss L. Thompson took up the subject of the best method of interesting beginners. The merits of Monteith's Physical Geography were

then discussed, pro and con, by Messrs. Chapman, Taylor, Hungate, Menefee, Boggs and Miss Robinson. Adjourned.

SECOND DAY.

Institute called to order by Superintendent Ford, at 9:30 A.M. Opened by song by members of the Institute, followed by prayer by Rev. J. Wood. Mary Cole and Florinda Leonard were appointed critics for the day.

Class exercise was introduced by B. E. Hunt, who illustrated a method of map drawing on the black-board, which was followed by the relation of the experience in teaching Geography by C. A. Menefee, James Rodgers, M. V. Chapman and Jesse Wood. Music by Committee. Recess.

Singing by the members of the Institute. Select reading by Miss E. Taber. Discussion on Corporal Punishment was introduced by C. A. Menefee, followed by G. W. Ford. B. E. Hunt then introduced the following resolution: "That *suspension* is preferable to *corporal punishment* in most cases, where severe chastisement is necessary, in our public schools"; which was discussed by J. P. Taylor, Rev. J. Wood, Warren Abbott, L. W. Boggs and others. The time for adjournment having arrived, the resolution was laid over to some future time. Institute adjourned till 1 P.M.

AFTERNOON SESSION.

Music by committee. Class exercise—subject: Book-keeping, conducted by L. W. Boggs, followed by J. Rodgers. Select reading by Miss L. Maguire. Music by the members present.

On motion the time unocupied was devoted to the continuance of the discussion of the resolution laid on the table at adjournment. After a lengthy debate, participated in by Messrs. Simonton, Boggs, Rogers, Hungate, Abbott, Miss I. Kilburn, M. V. Chapman and others, the resolution was lost. Music by Committee. Recess.

Singing by the Institute. Essay by B. Yarnell. Discussion—subject: best method of interesting a class during recitation.

The following question was presented by the committee on Question Box: "Is there any method by which we may be able to remove the shame of being a nation of bad spellers?" The question was discussed by B. Yarnall, Hon. John Swett and J. Rodgers. Miss Mary Cole, critic for the day, was granted till morning to prepare her report. Institute adjourned.

THIRD DAY.

Institute called to order by Superintendent Ford. Opened with sing-

ing by the members of the Institute, and prayer by Rev. J. D. P. Hungate. A motion was made and carried that no person should be allowed to speak more than five minutes on the same subject without permission of the Institute.

Miss Mary Cole, critic for Wednesday, read her report. Misses Louisa Maguire and Susie G. Towle were appointed critics for the day.

Class exercise—Grammar: by Rev. Jesse Wood, followed by John Swett. Music, Miss E. Taber presiding at the instrument. Recess.

Recitation—The Ages: by B. E. Hunt. Select reading, by Miss A. M. Robinson.

B. E. Hunt presented the following resolution for the consideration of the Institute:

Resolved, That it is the opinion of the members of this Institute that the education of all of the children of the State should be made obligatory.

A motion to adopt the resolution was made, followed by debate by Messrs. Hunt, Simonton, Swett, Menefee, Rogers, Hudson, Smith and Ford. On motion, this resolution was laid on the table till 2 P.M.

A report from the committee on Resolutions was read. Music by members present. Intermission till 1:30 P.M.

AFTERNOON SESSION.

Singing by the Institute. Class exercise on Penmanship, conducted by Miss C. J. Frisbie. Order and discipline: introduced by W. Abbott, followed by Messrs. Ford, Wood, Swett, Hungate and Taylor. Recitation, by Miss Ida Kilburn.

The best method of securing the co-operation of parents and trustees, by C. B. Lane, followed by J. Rogers. Music—Miss C. J. Frisbie presiding at the instrument. Recess.

Classification—by J. Rogers. At this time the resolution laid upon the table at adjournment was again taken up, and the discussion continued to some length when, by motion, it was laid on the table.

After singing, the Institute adjourned to meet at 9 A.M.

FOURTH DAY.

Institute called to order by Superintendent Ford. Singing—Miss C. J. Frisbie presiding at the instrument. Prayer by Rev. J. Rodgers.

The minutes were approved as read. Miss Susie G. Towle read the critic's report. Misses E. Taber and Annie Merrill were appointed critics for the day. Object Teaching by C. W. Miller. Declamation by N. A. Morford. Select reading by Susie G. Towle.

Having an hour that was not now occupied, on motion, Professor E.

Knowlton was invited to ocupy the time in an elocution exercise. Recess.

Music, with Miss Taber presiding at the organ.

Professor Carr, of the State University, favored the Institute with a lecture. Adjourned.

AFTERNOON SESSION.

Music by committee. The Superintendent introduced the Hon. O. P. Fitzgerald, State Superintendent, who made a few appropriate remarks.

Orthography was introduced by J. Rogers, followed by Professor Knowlton and Hon. O. P. Fitzgerald. Followed by a song by Prof. Knowlton. Recess.

The committee on Resolutions reported the following which, on motion, were adopted.

1. That some means should be devised whereby a free public school shall be held in every district in the State for the period of at least eight months each year.
2. That any irregularity in the attendance of pupils at school is a matter to be deplored and some influence should be brought to bear whereby their attendance shall be regular.
3. That education, as an auxiliary to Christianity, is an efficient means of preventing crime.
4. That it would be economy on the part of the State to expend large sums of money in the education of her rising population as a preventive of the cost of criminal prosecutions and penal institutions.
5. That it is the sense of this Institute that the wages of many of our teachers, especially of the female portion, should be advanced.
6. That in the selection of District Libraries more discretion on the part of the Trustees should be exhibited, and that a greater favor should be given to works of standard literature and history.
7. That public examinations of schools are beneficial to schools and education at large.
8. That the thanks of this Institute be tendered to the officers and the committee on Music, for the efficient manner in which they have discharged their various duties in our deliberations.
9. That a vote of thanks be tendered by this Institute to our State and County Superintendents for the able discharge of the duties devolving upon them in their official capacity.
10. That a vote of thanks be tendered to Professors Carr, Knowlton, Simonton and Swett for the able assistance they have rendered the Institute.

Professor Knowlton then gave the members of the Institute a drill exercise in Elocution. After which the Institute, on motion, adjourned to meet, subject to the call of the County Superintendent, at Napa City.

Hon. O. P. Fitzgerald delivered an address to a full house in the evening, followed by Readings by Professor Knowlton.

L. Fellers, Secretary.

IS POPULAR EDUCATION A FAILURE?

Those who judge it by its immediate results, by what it actually seems to accomplish, must decide with Dr. Holland (Timothy Tit-

comb), emphatically in the affirmative. But to those who regard education as more than a temporary means of sustaining existence, as something far beyond a weapon by which food, and shelter, and social position may be wrested from society, to them popular education seems to be the means of regenerating and elevating the human race.

Yet, after all, we must acknowledge that that education only approximates to perfection, which combines the *practical* with the ideal, which cultivates not only the understanding, but the eye, the ear, the hand; which not only teaches the sciences, but enables the student to apply those sciences to the uses of practical life.

And it is here that all American education is sadly deficient. Crack-brained theorists may in vain exclaim that it is not the object of our system to make artizans, and mechanics, and skilled workmen, of those who seek its benefits.

But, we reply, if the system is not a total failure, it should at least turn the attention of pupils, by means of the branches taught, to all departments of skilled labor, rather than to the few professions, miscalled learned, for which all boys and girls consider themselves capable. There are two great fallacies which the common schools intimate, if they do not actually teach, that "everybody is as good as everybody else," and that "whatever man has done, man can do."

These sophisms, for true they surely are not, are the roots of many of the evils, social, political and religious, which infest this country; and they are slowly, but with unerring certainty, sapping the foundations of our Government. Every boy who can construct a sentence grammatically, and is able to cipher through a common school arithmetic, considers himself able to sway the populace with Channing and King, or legislate for the nation with Webster and Clay.

Will not this account for the large number of itinerant preachers wandering about from place to place, making more scoffers and infidels by their uncultivated zeal than converts by their eloquence? Whence, if not from this source, comes the host of pettifoggers who throng every court in the land, and whose greed for public place and official pap is a festering sore in our body politic? With girls, also, this method of education bears its legitimate fruits.

How few of our American girls are really qualified for any trade or profession, even if they had (what they have not) the inclination to labor. The common schools give a great number of them just education enough to teach others but little less ignorant than themselves, and in this way they not only lower the general character of the profession,

but perpetuate the evil of which they themselves are the results and the examples.

In a word, our schools are not practical enough; they cultivate the intellect without seeking to direct the knowledge acquired to anything beyond a mere intellectual occupation.

Now the question arises: What is the remedy for these evils—what can be done to alter the results to which our present methods of education inevitably lead? In other words, by what means can we make our boys and girls more capable to enter upon the active duties of life; to extend their spheres of action; to become intelligent and zealous citizens of a great republic?

We have two methods at command, by which the abuses complained of may be alleviated, if not actually cured. Every teacher in the land should consider it his *duty* to do a little more in this direction than is required by "The Manual" or "The Rules of the State Board of Education." He should be conscientious enough to point out to those seeking knowledge, the means to apply the instruction gained to the actual business of life. He should teach the *dignity* of *labor*, and the worth and value of occupations other than those merely mental. How many teachers within the borders of this State ever speak to their pupils of the bearing of school work upon their future sphere in life?

Then, again, the course of study should be considerably changed in our District and City Grammar Schools. More attention should be given to such subjects as have a practical bearing.

The Natural Sciences and the elements of Chemistry can be as easily understood by children as Grammar; and no boy or girl, in city or country, who can comprehend the mysteries of Compound Proportion, is likely to be puzzled by the intricacies of Book-keeping and Surveying.

The country has so many advantages over the city in respect to more room, purer air, longer daily sessions, and smaller classes, that a thorough system of practical education is not only feasible there, but can be introduced with comparatively little trouble.

If the Legislators and *Teachers* of America ever expect to rectify a few of the many abuses now so prevalent in this otherwise favored land, they must begin in our Grammar Schools by inculcating the doctrine that true and noble manhood can be and is as often found in the fields and the workshop, as in the pulpit or on the bench. L.

COMPARISON.

In the "Essay on Reading," published in the March number of the TEACHER, is given an example of one of the precocious Johnnies' reading, and a description of Charles Dickens'. We say example, because one was imitated, and a description of the other, because, we suppose it was easier describing than imitating that "sort and style of reading." Whether intentional or otherwise, on the part of the authoress, a comparison of Dickens' and Johnnie's reading is suggested. It runs thus: Dickens *charms* his hearer; Johnnie *chills* his. Dickens pleases the *ear;* Johnnie sharpens the *nerves*. Dickens' objects can be *seen;* Johnnie's can be *felt*. Dickens' characters are *like* living beings; Johnnie's *are* living beings. Dickens' scenes *seem* like realities; Johnnie's *are* realities. Dickens possesses power over his hearers; Johnnie martyrs his!

A wonderful reader, that Johnnie! We are sorry the compositor makes (if he does) the writer of the essay call a word of *three* syllables a *poly*syllable, as "mem-o-ry, memory." A bit of logic.

"We want *less parrot* teaching in this as well as many other branches, and more *thought*." "Some of the ablest as well as most experienced teachers recommend, as well as report the best success in teaching children, to read entirely by sound until they are able to construct sentences for themselves." "This method has been recommended by the Superintendents of many of our large cities in the East."

Are parrots taught by sound? Teaching by sound is parrot teaching. Teaching by sound is the best method; therefore we want less parrot teaching. Some of the ablest teachers practice the parrot method. The parrot method is not the best; therefore, some of the ablest teachers are not the best teachers. The logic is as sound as the style is elegant.

S. WARREN.

THE GREAT QUESTION.

"By what means shall an eight months' school be secured to every public school in California, the poorer and smaller as well as the larger and richer ones?"

My views are, to have the County Superintendents divide all county school monies equally between all public schools taught in the county, and the State school money to be divided the same as now—which I think will be no more than right. And if that is not sufficient, levy a direct tax on all property to raise what little deficit there might be.

If you see fit to publish this in the TEACHER do so, that all may have a chance to see my views, as I cannot be at the State Institute.

W. R. NEALE.

Bangor, Butte Co., California.

IN MEMORIAM.

A letter from the mother of Augustus Morse informs us of the death of our friend and predecessor in the editorial department of this paper, on the 25th instant.

In our social experiences there occasionally occur events that awaken our tenderest sensibilities and arouse our fondest memories. It is but seldom in the course of a lifetime that we find in any one a friendship sincere, true and manly; and often we can but feel that the hand of the great Intruder comes unkindly to sever fond and sacred associations. Such are our first thoughts on learning of the death of Augustus Morse. Our acquaintance with him began in infancy. After a separation of years, we were brought together in manhood, for us to find in him a full development of all those traits of character that make up a man, as perfectly complete as the frailties of human nature will admit of. He was, as a man, brave, chivalric and honest. In his friendships, true, sincere and unfaltering. His tastes were refined, and the impulses of his heart were humane, magnanimous and sincere. In his personal relationships he was thoroughly manly. His instincts were generous, and his sincerity was unquestionable. He was one of those men rarely met, who could always be found when wanted. His intellect was thoroughly cultivated, and his mental powers of more than ordinary calibre; and had he been spared a few years longer, his mark would have been made prominently in this county and State. His services as County Superintendent of Instruction are well known and appreciated by this community; and it is but a few days since that our State Superintendent paid him a compliment thoroughly merited. He was deeply interested in education, and his best efforts were given to the cause. His relations with us were of a peculiarly friendly character, and with heartfelt sympathy for his family in their bereavement, we place a tribute upon his bier. In his death this community has lost a friend, and we know that all will join with us in a testimonial to the memory of a man who when living was the personification of honesty, and faithful to trusts imposed upon him. The memory of our friendly relationship will be ever fresh and green, and we hope that when this world's work

with us is done, the benediction we pronounce upon our departed brother, may be said of us: Well done, thou good and faithful servant. —*Nevada National Gazette.*

REPORT OF PUBLIC SCHOOLS.

ROLLS OF HONOR.

GRANITE DISTRICT SCHOOL, *Sacramento County:* J. H. SHANNON, Principal.—From July 4th, 1870, to June 30, 1871.

Mary Marvin, Addie Currier, R. C. Geer, John Frawley, Mary McLaughlin, Wm. McLaughlin, John McGarryhan, Katy Shannon, Permelia Wilkinson, Alice Dresser, Mary Ann Gibben, Nellie Jones, Wm. Currier, J. C. Moore, Katy Maloney, J. D. White, Louisa Imhof, Lizzie Maloney, Maggie Decker, F. Kane, Fred. Burnham, A. Schlitler, Mary E. Joynt, Wm. Imhof, Letitia Kane, Ada Geer, Henry Ecklon, Charles Sturgess, Wm. Lewis.

Primary Department: M. F. TUNNELL, Teacher.—Term ending June 30, 1871.

Sarah O'Neil, Hattie Lapply, James Maloney, Frank Maloney, Willie Cook, Maggie Cook, Lou. Miller, Josh. Smith, John McLaughlin, Emily Deeley, Tarry Dunning, Mary Frank, Ella Frank, Geo. Doyle, Rosa Cohn, Kate O'Neil, Ella Reed, Fannie Lyons, Helen Johnson, Milton Anderson, Mary Evans, Lida Clinch, Jessie Draper, Philip Quirk, Jas. Shannon, John Shannon.

WASHINGTON DISTRICT SCHOOL, *Brighton Township, Sacramento County:* Mrs. S. H. JACKMAN, Teacher.—For the month ending June 16th, 1871.

Adele H. Perkins, J. Eddie Manlove, Mary E. Manlove, H. Dumont Millard, Lizzie E. Clark and Nelson Shover.

ELDER CREEK DISTRICT SCHOOL, *Sacramento County:* Miss EMMA JENKINS, Teacher. Term ending June 30th, 1871.

Estella Graham, Nellie Rich, Minnie Graham, Leslie Goff, Hessey Tibbits, Fred. Duden.

SAN JOAQUIN DISTRICT SCHOOL, *Sacramento County:* Miss M. M. ELLIOTT, Teacher. Ending June 1st, 1871.

Lizzie Babcock, Effie Stickney, Lillie Coons, Anna McConnell, Julia Woodard, Emily Stickney, Maggie Byron, Mary Woodbeck, Jennie McConnell, Mamie McConnell, Tresa Byron, Lizzie Woodbeck, Katie Byron, Georgia Curtis, George Babcock, Willie Babcock, George Douglass, Lewis Douglass, John McLaughlin, Clarence Curtis, George McConnell.

ONISBO GRAMMAR SCHOOL, *Sacramento County:* JOHN RUDDOCK, Teacher. Term ending July 1st, 1871.

Minnie Talmadge, Jennie Kanaday, Louis Kerscheval, Annie Crofton, Josephine Talmadge, Valla Sims, Vola Sims, Eddie Crofton, Frederick Billington.

JONES DISTRICT, *Stanislaus County*—J. C. RODGERS, Teacher. Ending June 30. Malvina Hamelton, Sarah Hamelton, Martha Hamelton, Martha Rush, Va. St. Mary, F. Sanders, Permilia Harp, Lonesa Sanders, Rosa Sanders, Mary Hamilton, Stella Chapin.

POPE VALLEY, *Napa County*—J. B. TAYLOR, Teacher. Term ending June 23.

First Grade—Harriet Wallace, Anna Wallace, Emma Rose, Clarence Wallace, Wm. Barnett, Perry Barnett, J. Walters, P. Wallace, Wm. Wallace, Geo. Wallace, Uriah Barnett, E. Ralston.

Second Grade—Minnie Ralston, Hannah Hardman, Fannie Walters, Charles Willson, Milton Willson, Charley Horrel, Samuel Barnett, Benjamin Hardman.

Richmond District, *Lassen County*—W. W. Whiting, Teacher. Term ending Jnne 16:

Lena Streshly, Clarence Cornell, Eliza Streshly, Lillian Cornell, Attie Streshly, Frank Kingsbury, Fredric Kingsbury, James Cornell, Charles Tarrant, Edgar Kingsbury, John Burrows, John Cornell.

Errata.—In the July Teacher "Miss L. A. Hieman" was announced as the teaaher for Pleasant Grove School—it should have been Miss Lizzie R. Page.

Married.—We see in an Oregon paper the announcement of the marriage of Mr. Troy Shelly and Miss Annie H. Lewis. Mr. Shelly and Miss Lewis were students of the State Normal School, and graduated in the class of 1868. They were good students, have proved themselves to be good teachers, and we congratulate both.

SIXTH GRADE QUESTIONS.

Half a credit for the correct spelling of each word, and half for its correct use in a sentence.

1. Wheelrite.
2. Shakeing.
3. Cheeftain.
4. Pirramyd.
5. Cubboard.

Correct the spelling, punctuation and capitals. (Fifteen credits. One-fourth of a credit off for each word wrongly spelled.)

"But collors are common things sed his mother the most common things in the world for evry thing that you sea has sum collor by which it may be discribed. we speak of grean redd ruset and yelow apples. Blew plums purpel clusters of graips crimzon Cheeks Rubey lipps ollive colored complexion blonds and Brunetts flours of redd blew roze pink violett Scarlet crimzon lilack etc. the azzure sky awburn hare chesnut bey and sorrel horses buf gray and brown cotes and these are all common things that peeple are every day talking about."—*Willson's Second Reader*, p. 153.

DEPARTMENT OF PUBLIC INSTRUCTION.

UNIVERSITY OF CALIFORNIA.

THE second annual commencement of the University of California took place at Oakland, July 19th. It was a high day for Oakland and for California. Almost every feature of the occasion was pleasant and inspiring. Under the escort of the University Cadets, a long procession, composed of the Faculty and Regents of the University, the military and citizens, marched through the principal streets to Music Hall, which, large as it is, was filled with the beauty and intelligence of the State. Rev. Dr. E. Thomas offered a prayer. Then followed in succession the orations of the graduates. The Salutatory Oration, in Latin, by Edward Wellington Blaney, of San Francisco, was happily conceived, and, though not faultless, was well done. "The Growth of the Democratic Principle," by Everett Benedict Pomeroy, of Oakland, indicated great vigor and independence of thought, and impressed all with the idea that its author is a young man of fine promise. "The Limits and Progress of Knowledge," by Charles Bert Learned, was a bold and well-sustained discussion of the theme, with a rather materialistic *tinge*. "A Student's Retrospect," by George Downes Cobb, of San Francisco, was just what it should have been—pleasant, racy, with a touch of sentiment here and there. "A Defence of Doubting," by Edward Wellington Blaney, undertook to show that scepticism was the originator of progress, and the subject was handled judiciously, with proper discrimination between the doubt that leads to investigation and the flippant, brainless scepticism which knows nothing and learns nothing. "Columbus and the Genius of Discovery," with the "Valedictory Address," by Frederick Harrison Whitworth, of Seattle, W. T., was admirable—its thought was strong and striking, and its rhetoric very good indeed. Young Whitworth will win other honors. The "University Oration," by Gov. Haight, was excellent, and was received with marked approbation by that large and brilliant audience. His remark that every well educated young man is worth more to the State than the cost of his education, might be taken as the key-note to the whole oration. His earnest plea for physical culture was a word in season; his views on this point were decidedly advanced, and in our judgment as decidedly sound. The "Poem," by Miss Ina D. Coolbrith, read by Rev. Dr. Stebbins, was worthy of the occasion—"California" was never more sweetly sung than in this song of our sweet young Californian. The degree of B. A. was then conferred on Messrs. Whitworth, Blaney, Cobb and Pomeroy, by President Durant, and that of A. M. on Prof. Theodore Bradley, of the San Francisco High School. And thus ended the Second Annual Commencement of the University of California.

STATE TEACHERS' INSTITUTE POSTPONED.

For good reasons, I have thought proper to defer the State Teachers' Institute until the first Tuesday in November. All concerned—that is to say, all teachers, school officers, and active friends of education—will please take notice hereof, and make arrangements to attend. The session will last four days.

O. P. FITZGERALD,
Supt. Public Instruction.

A POINT OF SCHOOL LAW.

The question has more than once been presented to the State Superintendent, whether or not an outgoing Board of Trustees can employ a teacher beyond their own official term—in other words, will their successors be bound by a contract with a teacher extending into the next school year?

The answer is in the negative. The new Trustees are responsible for the proper management of the school, and their power should be equal to their responsibility. All transactions of this character for the current school year should be complete within themselves. An outgoing Board has no right to tie the hands of their successors in a matter so vital to the success of the school as the choice of a teacher. A little reflection will, we think, show the necessity for this construction.

Aside from the law of the case, few teachers would wish to retain a school in opposition to the known wishes of a majority of the existing Board of Trustees. Nothing but trouble could be rationally expected from such an arrangement.

While clearly holding this opinion, we lay it down as a sound educational axiom, that a change in teachers should never be made except when actually necessary.

A Word to Secretaries.—Condense—condense—condense. In preparing proceedings of Institutes for the Teacher many things may be omitted without loss. Only such points as are of general interest need be furnished. The report of the Solano County Institute in this number furnishes a pretty good model. Reported in the *usual* way, these proceedings would take double the space; yet nothing important is omitted. We are glad to publish the proceedings of Institutes. It is just what this journal is intended to do—to publish what the educators and friends of education are thinking, saying and doing. So send on your proceedings, gentle Secretaries; but condense—condense—condense. Yes, condense!

Candidates for State Superintendent.—Professor H. N. Bolander, of San Francisco, is a candidate for the office of Superintendent of Public Instruction. Prof. B. is a distinguished teacher and a fine scholar.

Dr. O. P. Fitzgerald, the present incumbent, is a candidate for re-election to the office of Superintendent of Public Instruction.

Valuable for Schools.—We desire to call the attention of teachers to the following articles which they will find of daily use in their school-rooms:

1.—Bartholomew's Drawing Books, with Teachers' Guides, numbers 1, 2, 3, 4, and *Combanion to Drawing Cards*. (Woolworth, Ainsworth & Co., New York.)

2.—International Book-Keeping Pad, containing 100 ruled pages and one sheet of Treasury Blotting. (Slote, Woodman & Co., New York.)

3.—International Drawing Pad. (Slote, Woodman & Co.)

4.—International Writing Speller Pad, containing 160 ruled and printed pages. A new and improved method of teaching spelling. Adapted to Grammar and Private Schools. (Slote, Woodman & Co.)

NEVADA COUNTY TEACHERS' INSTITUTE.—Superintendent White, of Nevada county, has a *directness* about him that tells in an Institute. He wastes no time in beating the air. With such co-laborers as Power, Leggett, Watson and others, his excellent programme of exercises was well carried out. Nevada City displayed its usual hospitality. The State Superintendent had no cause to complain of a lack of warmth, either in the hospitality of the people or the range of the thermometer during those last days of June. The address of that functionary developed one pleasing fact—i. e., that the teachers, school officers and citizens of Nevada are in sympathy with the most liberal ideas and progressive spirit in school affairs. The public schools of Nevada county are flourishing, having good teachers, supported by a liberal people.

SOLANO COUNTY TEACHERS' INSTITUTE.—The proceedings of this body may be found in this number. We (State Superintendent) were present only the last evening. A crowded house listened to a plain talk, giving indications of deep interest in the work of the public schools. The entire session was well attended, and its impression most favorable. In addition to Simonton, Dozier and other able *home* teachers, Superintendent Fry had the valuable services of Prof. Knowlton. Of course, everything was lively—no dragging under such circumstances.

BOOK TABLE.

EASY EXPERIMENTS IN PHYSICAL SCIENCE, For Oral Instruction in Common Schools.

NATURAL PHILOSOPHY, For Common and High Schools. By LE ROY C. COOLEY, PH. D., Professor of Natural Science in the New York State Normal School. New York: Charles Scribner & Company. 1871.

In making these two little volumes Professor Cooley has done a good thing. The experiments are simple and easy to be performed—such as almost any teacher would find her class perform with ease in execution and interest in the result. If the object of study and knowledge is to comprehend nature, these little volumes are in the right direction, and a class taken through them would have much better and broader views than are obtained during double the time spent in going through a mass of abstractions.

FIRST LESSONS IN NUMBERS.
MENTAL ARITHMETIC.
ELEMENTARY ARITHMETIC.
PRACTICAL ARITHMETIC.
HIGHER ARITHMETIC. By CHARLES S. VENABLE, LL. D., Professor of Mathematics in the University of Virginia. New York: University Publishing Company, 155 and 157 Crosby street. 1871.

This series of arithmetics is one of the most valuable ever given to the American public. The author has a most comprehensive mental grasp of the subject, and presents it with those gradations which make the learner's daily progress easy, and at the same time tangible and valuable.

AN ELEMENTARY ALGEBRA: Designed as an Introduction to a Thorough Knowledge of Algebraic Language, and to give Beginners Facility in the Use of Algebraic Symbols. By CHARLES S. VENABLE, LL. D., Professor of Mathematics in the University of Virginia. New York: University Publishing Company, No. 4 Bond street. 1870.

A thorough mastery of Algebraic language is an accomplishment that is as rare in general as its attainment would be valuable to the student of the higher branches of mathematics. The care shown in this treatise to give the student a good opportunity to make himself proficient in this special department will com-

mend the book to those teachers who aim to bring their pupils to a fuller and rounder development. Several topics which are not found in the ordinary school Algebras, are here effectively discussed.

HOLMES' PRIMER.
HOLMES' ELEMENTARY SPELLER.
HOLMES' FIRST READER.
HOLMES' SECOND READER.
HOLMES' THIRD READER.
HOLMES' FOURTH READER.
HOLMES' FIFTH READER. Under the Supervision of GEORGE F. HOLMES, LL. D., of the University of Virginia. New York: University Publishing Company, 155 and 157 Crosby street.

Well graded, scholarly, accurate and tasteful, the series cannot fail to commend itself to those who think READING can be taught as an art which is pleasing and instructive at the same time. One might exclaim, How many readers, and what poor reading! But a healthier tone seems to be gaining ground, and this series will do much towards its increase and improvement.

A LATIN GRAMMAR. By B. L. GILDERSLEEVE, PH. D., LL. D., Professor of Greek in the University of Virginia. New York: University Publishing Company, 155 and 157 Crosby street. 1871.

A good Latin Grammar—why has it not been written? thus asks a cotemporary. Shall we repeat, *Why?* and endeavor to answer? We think the answer, whenever given, will lie somewhere in this region, to-wit: The best *teaching* is done, and the greatest advances in knowledge of the art of TEACHING have been made in the educational plane lying just below what is called Higher Education. At least such seems to be the case in America. The influence of right reason as to methods of teaching has not been so clearly felt in the professor's rostrum as in the pedagogue's chair. For fear this should be regarded as an "attack on the classics"—too much attacked already—or on Higher Education, or on the colleges, for the writer of this is, in feeling and in judgment, very far from attacking them—we will add: Perhaps one reason for the difference above expressed in regard to professor and pedagogue is the fact that with the former such absurd costumes did not prevail within the last four decades as with the latter. So much for the question.

Now for Prof. Gildersleeve's Grammar. He is the man who ought to have written the "Good Latin Grammar," and he has come very near doing it. In the first part, treatment of "parts of speech," nothing unusually good or unusually bad is given. In the syntax decided improvements are visible. Relation of time and sequence of tenses, the subjunctive mood, and the various kinds of sentences are philosophically discussed. With better arrangement, as to both matter and types, closer adaptation, with slight additions of matter, Gildersleeve's would be the good Latin Grammar. As it is, it is among the best.

A SCHOOL HISTORY OF THE UNITED STATES OF AMERICA. From the Earliest Discoveries to the year 1870. With Maps and other Illustrations, and an Appendix containing the Constitution of the United States and the Declaration of Independence. By GEORGE F. HOLMES, LL. D., Professor of History and Literature in the University of Virginia. New York: University Publishing Company, 155 and 157 Crosby street.

This is a very valuable school history. Its method and arrangement are well adapted to school purposes, and a philosophic and truth-loving spirit is exhibited in those portions upon which sufficient data has not been found for a final verdict.

WORMAN'S GERMAN COPY BOOKS. Published by A. S. Barnes & Company, New York and Chicago. 1871.

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Ahn's Manual of German Conversation. Revised by W. Grauert.
Ahn's New Practical and Easy Method of Learning the German Language. With Pronunciation by J. C. Oehlschlager. New York: E. Steiger, 22 and 24 Frankfort street.

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A FRENCH GRAMMAR. By Charles A. Schlegel, Professor of Modern Languages in the Female Normal College of the City of New York. New York: E. Steiger. 1871.

This is a grammar of the French language made in accordance with psychological laws. Therefore it is simple, easy and—*teachable*. It proceeds on the principle that a *living* language should be taught from *living* thought and, we will add, by a *live* teacher. It has none of those chance combinations of words, such as "Have you the table? No, the Englishman has the table," etc.,—indeed mere chance combinations, not having the merit even of fossiliferous remains, for, they, at least, once had life. Though the work does not give a complete presentation of French Grammar, yet one would gain much more by going right over the ground given than by floundering through the entire journey.

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SENIOR CLASS—*Second Session.*

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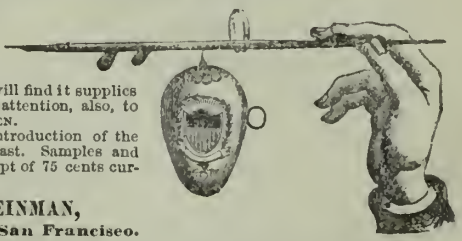

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CALIFORNIA TEACHER.

SEPTEMBER, 1871.

Vol. IX. SAN FRANCISCO. *No. 3.*

LITERATURE IN SCHOOLS.

BY H. C. KINNE.

There is room for a very important and beneficial improvement in the course of instruction in our public schools. That improvement consists in the partial substitution of general reading in place of the exclusive use of text-books. Every school district should have a library of two or three hundred volumes, carefully selected with reference to the capacity of children, and containing works upon biography and history, and also voyages and travels, interesting and instructive tales, etc. The afternoon of each school day should then be devoted to general reading. All text-books should be thrown aside without ceremony, and the whole school resolved into a sort of a family circle for the perusal of library books. The teacher could guide the pupils in the choice of books, comment upon their contents, explain difficult passages, and occasionally call upon pupils to read aloud. Such a system, universally introduced and faithfully carried out, would revolutionize our common schools, and render them infinitely more valuable as an instrumentality for the advancement of the cause of popular education.

A taste for good reading, developed at an early age, is a blessing to any child. A taste for good reading, developed at an early age, is the surest possible guarantee that the child will ultimately become an intelligent and useful member of society; for that taste will grow with the child's growth and strengthen with his strength, and induce him at all periods of life to avail himself of every possible avenue for the attain-

ment of information. A love of reading or a love of literature is permanent in its nature; whereas a love of science exists but temporarily in the minds of most people, and disappears entirely as soon as they have completed their course in our educational institutions. Go to any of our public libraries, examine the list of members, mark the names of those who are graduates of any college or university, and then take your stand at the library door and observe these educated men as they pass in and out. How many of them will you find taking away a volume upon Optics, or Acoustics, or Electricity? How many of them will you find with the latest work on Trigonometry, or the Conic Sections, or the Calculus? How many will you find with Greek or Latin books? These questions need no answer. Every one knows that the best of students, after the completion of their academical course, neglect the sciences, unless they have occasion to use them in the practical business of life. A love of science may be said to be an exotic, that is forced into existence only by a hot-bed process, and that dies away the moment that process is suspended; while a love of literature, on the other hand, if not indigenous to the human mind, nevertheless takes deep root there, and flourishes with increasing vigor, bearing fruit to the end of life. I affirm, then, that a love of literature, by reason of its permanency and by reason of its powerful influence in moulding the heart and mind, is not only worth more than a mere smattering of science, but it totally outweighs in value any and all the sciences wherewith our educators attempt to burden the intellects of our children in our public schools. And yet with this indisputable fact staring us in the face we have to-day a common school system that makes no provision whatever for the development of a love of literature. This vitally important matter, overlooked and ignored in every public school curriculum, is left entirely to chance or to home influence, which is not much better than chance.

It is undoubtedly true that if the home influence were in all cases what it should be there would be less occasion for the cultivation of a literary taste at school. If there is at home an abundance of books, and papers, and magazines—especially such as are adapted to the capacity of children—if parents, neighbors and friends, are highly intelligent people; if conversation in the social and family circle is of an intellectual cast and runs on intellectual topics, the child will naturally and insensibly imbibe the spirit that prevails around the parental fireside, and grow up an intelligent person. This insensible education, if we may so term it, which a child thus receives at home, is by far the largest

and most valuable share even of its intellectual development. I would prefer to have a child reared under influences of this kind, without an hour of regular schooling in its life, rather than have it reared in a family where the conditions are exactly the reverse, though having access to the best schools the country *now* affords. Where parents are hopelessly ignorant and illiterate; where having eyes they see not, and having ears they hear not; where the treasures of literature are to them a sealed volume; where they know nothing of the world's history in the past or its condition at the present; where the narrow hills that girt them round are to them the world's extreme; where family conversation is restricted to the merest local topics; where children see nothing of books except the text-books of the school-room—where even these are lost sight of the moment the school is abandoned—in a family of such a character the prospects for the attainment of an extensive general information are not particularly flattering. And yet every one knows that there are thousands of such families in the land. Every one knows that there are thousands of families where the text-book tuition of the school-room is not supplemented by a literary tuition at home. Right here, then, comes in my scheme for the supply of this family deficiency. Right here comes in my scheme for the conversion of the school during a portion of the day into a home circle for the purpose of general reading. And I maintain that this proposition embodies the clearest, most palpable, and most available improvement in our common school system that can be suggested.

Our large cities furnish a peculiarly favorable field for the introduction of this improvement. Here in San Francisco books could be provided in such quantities that all the pupils in a given class could have an opportunity to read the same work simultaneously. Four or five dozen copies of the "Life of Washington," for example, could be placed in the hands of a class, and after a careful perusal these books could be transferred to another room, while the class proceeds to take up the "Life of Lafayette," or the "Life of Franklin," or the "Life of Columbus," etc. In this manner sets of books could be transferred from class to class, and from school to school, till they had completed the entire circuit of the city. They could then be laid aside to be sent forth upon their rounds again at some subsequent period. Under such an arrangement our schools might have an abundance of excellent books at a comparatively small total outlay. A similar plan might possibly be made to work in the country by holding books as county property, and transferring them from district to district.

But whether a class make use of but one work at once, or a variety, this reading of library books should constitute a prominent feature in our course of public instruction. I hold that every child that has attained the age of twelve years should by that time have read, in the school-room and during school hours, one hundred volumes from the school library, to say nothing of books that have been taken home to be there perused. A child that has accomplished this will assuredly be well advanced in the scale of general intelligence. Such a child will have been ushered into a new sphere of existence, and into a higher and broader range of thought and reflection. Such a child will have been placed in communication with the best and noblest spirits that have flourished in past ages, and will be stimulated by their example to act an honorable part in after life. Furthermore, this plan will render the school-room far more attractive than it is at present. As grown people prefer literature to science, so it will be found with children. There are always multitudes of pupils in our schools to whom mere scientific studies are dry and uninviting. They become discouraged by their slow and feeble progress, and after stumbling along for a few weary years they quit the portals of the school-house with an unconquerable aversion to anything in the shape of a book. But with the introduction of literature there will be a radical change for the better. Literature will touch a chord in every heart that will give forth a prompt and earnest response. Many a child that would be rendered a confirmed dunce under our present mode of instruction, will then be drawn forth into vigorous intellectual life.

These suggestions are commended to the careful attention of school officers and teachers. They are no passing whim, but convictions ripened by years of observation and experience. Though rarely enjoying the advantages of a miscellaneous school library, I have invariably made it a point to urge upon pupils the perusal of such interesting reading matter as they may have at home, and that, too, in preference to the study of text-books. And under that wise provision of the California school law, which looks to the establishment of a library in every school district, I have seen something of the beneficial effects of the system I have advocated in this article.

I have in mind a school in California where by a little exertion a library of two hundred volumes has already been collected, and where, a few years since, the perusal of these books was made a part of the day's exercises, the afternoon lessons being abbreviated for that purpose. The plan was a perfect success. At no time during the day were pupils

so absorbed in their work. The persons who have subsequently had charge of that school have been requested to continue the same practice, and have generally done so. The present teacher thus writes: "I have adopted the plan you suggested of allowing pupils to read library books after lessons, and I am happy to say that it works like a charm. It has proved a great incentive to good and speedy lessons. I thank you for the advice."

With a continuance of this plan there can be no doubt that the children in that district will become intelligent, reading, thinking people. And teachers generally will find it advantageous to inaugurate a similar practice. Afternoon lessons should be shortened, and the perusal of library books permitted to such pupils as have been diligent and faithful. In this way a taste for reading will be developed that otherwise might never exist. A taste for reading must be cultivated in order to become a predominant tendency, and if teachers do not take the matter in hand and set the ball in motion, the library books will in many cases lie upon the shelves from year to year, neglected and dust-covered. Teachers will find their libraries a most important auxiliary in the cause of education, and in no way can more good be done than by increasing the size of such libraries and encouraging their general use.

HOW MUCH ASSISTANCE SHOULD BE RENDERED SCHOLARS IN THEIR STUDIES?

Children are placed in our schools in order to acquire a greater or less amount of "book knowledge," which, combined with their natural intelligence, and the experimental knowledge they may acquire, will enable them to take their part in the battle of life with a chance of success. Throughout civilized countries the idea of preparation for the strife that awaits all has become of so much importance that parents consider they have been derelict of duty if they have not made an effort, by sending their children to school, to secure for them this auxiliary to their natural abilities. Governments, recognizing the difference between ignorant and educated subjects and servants, foster and encourage schools for elementary education. Text-books have been multiplied and simplified, teaching recognized as a profession, with success as its standard, and the problem of intellectual culture and development attracts and engages the attention of the scholar and the statesman.

In this State the cause of education has kept even pace, in the foremost rank, with every project for developing its resources or advancing its interests, each movement characterized by caution and wisdom, but ever onward. But the State may pass the requisite statutory enactments, and make the necessary financial provision for the establishment and support of schools, and popular opinion earnestly sustain them, yet with the great body of teachers throughout the State—the rank and file of the profession—rests the success wholly or partially of their labors; where the work of legislation and supervision ends theirs commences. In the performance of the labors and duties assigned to them, teachers have to deal with every grade in intellect and every variety of disposition. How necessary, then, that every method of teaching be carefully scrutinized, every theory closely examined.

Perhaps there is no question connected with the duties which a teacher performs in the school-room, upon which a greater diversity of opinion exists, than upon the one of how much assistance should be rendered scholars in their studies. This question is not often made the subject of discussion at "Teachers' Institutes," nor do teachers in their conversations, when they meet, often allude to it. Still, a little observation of school-room tactics will reveal the fact that they differ widely, not only in practice but in theory. Some maintain that beyond a certain point the pupil should be left to patiently study and investigate for himself, while others hold that every subject presenting the least obstruction to advancement should be made clear and apparent to even the dullest comprehension; others pursue a mean between these extremes. Which plan comes the nearest to being the correct one? The education of the child is commenced, in a great measure, at school; still he is not absolutely ignorant. Through the medium of his senses he has learned something; but as his previous knowledge has been gained by observation, explanation and experiment, these must be made the basis of future action. By persistently pointing out to him A, B, and Z, and telling him their names, he becomes, at last, able to distinguish, and name them as readily as he can any object in Nature. Then comes the task of teaching him the different sounds of the letters, and long, short, broad, soft, and hard sounds, mystify and perplex him. If the adult foreigner, after his *tough* experience with *though*, persisted in spelling *flow* f-l-o-u-g-h, surely all analogies will lead the child to pronounce *fate* and *fat* alike. But time and instruction remedy this. Thus he is led along, until he is, in a measure, familiar with his speller and reader, and has some elementary knowl-

edge of other branches. Shall we now leave him to study and grope for himself? or, still proceed with him, step by step, explaining every thing that may need explanation? Every step taken in the acquisition of knowledge depends upon some previous step. Thus the ability to count precedes Arithmetical Notation; Notation, Numeration, etc. But when the pupil has been taught to carry his tens to the left, in Addition, what insight has he to the theory of borrowing ten from the left in Subtraction? None. And so it is to the end of our Arithmetics. Each rule may bear upon the one that follows it, but is a poor key to its interpretation, and the teacher is either compelled to render prompt assistance or witness futile attempts at further progress. It must be admitted, however, that Mathematics is a study, in which, from the commencement, pupils become involved in a maze, and that the majority of the examples in our text-books are intricate, and partake of the nature of puzzles, and for this reason, if for no other, prompt explanations of problems, and the relations of numbers, should be given. But assistance must be rendered in other studies. Scholars con their reading lessons, and when the time for reading arrives it is easy to perceive that punctuation has not been properly considered, and their pronunciation clearly shows that vowels mixed with consonants, in certain proportions, are an overmatch for them. Pupils, at present, commence the study of Geography early in the course; and the majority of them are fond of it—if they can be said to be fond of any study—and why? For the simple reason that it does not involve much abstract thinking. Their questions and answers are before them on the printed page or the map, and the very fact that they believe them to be there incites them to follow up their search until they have cornered the vagrant answer. Very pertinacious are some of them, too, searching as closely and systematically as though looking for a lost marble. Still it is better to point out at once the location of a place or river than to have too much time occupied in looking for it. I saw a class of eleven engaged an hour or more in looking for Mt. Mitchell, I think it was. They were told it was on the map of the United States. When the time for recitation came the lesson stopped at Mount Mitchell—only two had found it. It was an experiment, and it proved that if good recitations are required assistance must be promptly given. It reminded me of Stephen Girard's rat—a very fine rat, but it cost too much money. Mount Mitchell had cost eleven hours study, and only two knew where it was. It is not necessary to trace each branch of study in detail; what is true of Arithmetic and Geography is true of History, Grammar, and other studies.

But it may be said that if interruptions are frequent the day's labor will never be finished, that recitations will be postponed, and time occupied in explanations that should be devoted to other exercises. These interruptions are a part of the day's labor. It is for the purpose of teaching that the teacher is placed in the school-room. Recitations are but tests applied to the pupil; on their correctness we predicate an opinion of the thoroughness of his knowledge. No pupil should be sent to his seat unsatisfied who comes for information, no matter how trivial the subject. It is enough to know that it is an impediment to his further progress, and that it is the teacher's duty to remove it. Should he be sent to his seat unsatisfied, it will raise doubts of the willingness or ability of the teacher to answer his inquiries. Should he doubt either, confidence is lost, and when this is lost a great influence is gone. However, it is not necessary that such interruptions should be very frequent. A teacher knows at a glance whether the minds of his pupils can comprehend the lesson assigned, and a general explanation of the more difficult portions will generally be sufficient. A few minutes spent in this way will always be productive of satisfactory results. If some such plan is not adopted he must either assist them individually or hear recitations marked by many imperfections. Whatever amount of talent a pupil may possess the teacher must develop it. If the child is one possessing an acute intellect, and persevering in its inquiries, no long time will elapse before he will have acquired sufficient knowledge to proceed in his studies with more or less independence; if he is like ordinary scholars some time must pass before he will be able to pursue his studies unaided—perhaps never.

It is evident that more or less help must be given scholars till they have attained a certain degree of proficiency; a certain foundation is required on which to rear the superstructure of their education. Once arrived at this point it may be said that if the child is left to investigate for himself a spirit of inquiry will be aroused, and the result will be, that faculties, which otherwise would have lain dormant, will be brought into action; that whatever has been acquired by toil and diligence will be better preserved; and that whatever is the result of his own mental researches will be better remembered. This, to a certain extent, would be true if he were engaged in abstract inquiries. But he is not engaged in such inquiries. A certain amount of knowledge is before him, from which he is to take all that he can store up in his memory for future use, and the transfer of this knowledge, from books to his mind, is what constitutes the greater part of his scholastic education; and the means

by which this can be accomplished the most speedily appear to be those which should be preferred. Thus the question is resolved into this: is it better for the teacher, by timely assistance, to remove obstacles to the pupil's advancement, that are not altogether insurmountable, or to allow him to spend time in seeking answers to intricate questions, and in solving difficult problems, for the sake of the mental discipline involved? And the evident answer to this question is, that it is better to assist him.

But perhaps there is a just medium of not too much, either of help or of imposed self-reliance. Where shall we draw the line of demarcation? Shall we leave the one who shows ability to pursue his way onward nearly unaided, and endeavor by assistance to enable one of feebler intellectual powers to make equal progresss in his studies? Clearly not. If supervision and assistance are of benefit to the dull scholar, the advantages which would accrue from them to one of more than ordinary intellectual ability will be more than commensurate. If the rule is made that the amount of help to be bestowed shall be divided by the aggregate number of pupils, and each one receives his equal allotment—no more, no less—have we done the best we can do? Apparently the teacher has performed his duty. But duty consists in something more than entering the school-room at nine and remaining until four. It consists not only in governing his little community, but in devising the best methods to secure their intellectual advancement. If a certain period of time is bestowed on each scholar it will be found that some are greatly benefitted, while others are simply mystified. What is true of pupils taken separately is also true if instruction is given in classes. Some will readily comprehend your meaning, while only iteration and reiteration will enlighten others. Thus on account of the diversity in the mental capacity of children this plan will fail to accomplish the desired effect.

But let us consider, in passing, what will be the result, if, after scholars are grounded in elementary principles, they are left, in a measure, to their own resources. Allusion has been made to the waste of time, but it often happens that something worse than this occurs. If not sharply watched they will acquire the habit of "skipping" difficult portions of their lessons, and thus whatever progress is made is not marked by thoroughness. Or they wrongly interpret rules and definitions, and the consequence is they are valueless in their application. In either case they lose confidence in their own abilities, and the erroneous ideas must be eradicated, and correct ones substituted. They have imbibed error, and instead of being self-reliant are at the mercy of those whose edu-

cation has been more carefully and thoroughly conducted. This may not be true in every case, but will be found so often correct that it may be stated as a general result.

What course, then, shall be pursued from which each pupil will derive the greatest benefit? Perhaps no specific course can be prescribed that will infallibly accomplish this result. In graded schools the problem can be more clearly solved than in the ungraded country schools. In the former there are fewer classes; the intellectual powers of their members are more nearly equal, and the teacher can more safely calculate upon his instructions being more generally understood than in the latter. But the best ideas will fail to be appreciated if they are not clearly and concisely enunciated. In the school-room a clear and simple statement carries with it more force than the most elaborate argument. The child wants facts; not reasons and theories. He has found to his cost theories and vagaries diminish the number of his credits, and subject him to the charge of idleness. Now there are other causes for idleness on the part of a pupil than a dislike of study. Perplexed and uncertain as to his correctness, it is not surprising that he becomes apathetic and careless. He has exercised his best judgment in selecting and arranging his answers, and finds when he recites his lessons that he is as often wrong as right. True, he is generally corrected, but he will probably not be any more perfect in to-morrow's lessons. Perhaps, like Robert Bruce's spider, Timour the Tartar's ant, or some other memorable example of perseverance, after forty or fifty efforts, resulting in failures, he may succeed in one instance. Unlike the spider he must make the same attempt upon the next day. Some plan whereby the risk of failure will be lessened must be devised, some step taken toward the restoration of the confidence in his own exertions he has lost. Assistance and advice from the teacher are the most potent agencies to be used in the accomplishment of this result. Show him where his answers are to be found, point out the bearing of rules and principles; lift the mask of mystery that sometimes hides a plain proposition, and in few and simple words explain to him the proper methods of study to be pursued in the various branches. Much depends upon method in study. No matter how plain and simple every thing may appear to the teacher, to the pupil it appears a labyrinth. The text-books of to-day are so arranged that answers can readily be found by one who knows the key to their arrangement. Thus, different kinds of type mark some; in Geography, the questions pertaining to the different states and countries are arranged in groups, while those for review are arranged promiscuously; in History,

paragraphs mark the limits and the sequence of the questions. If these arrangements are fully explained it will greatly facilitate the labor of a pupil in selecting correct answers—still, it will often happen that he will be doubtful. If a teacher notices that a pupil is restless, and inattentive to his studies, let him ascertain the cause, and if he finds he has met with difficulties, no matter how slight, let him at once remove them. This course will tend to banish ennui, stimulate to exertion, and result in recitations being nearer to perfection; and if all do not attain rank in scholarship the teacher, in case of their failure, will retain the consciousness that to no neglect of duty on his part is this result to be attributed.

JOHN P. MUNSON.

Jay Haw, El Dorado Co., Cal., June 12th, 1871.

TWO "LAST WORDS" OF THE NORMAL TRACT REVIEW.

> "See skulking Truth to her old cavern fled,
> Mountains of Casuistry heaped on her head;
> Philosophy, that reached the heavens before,
> Shrinks to her hidden cause, and is no more.
> Physic of Metaphysics begs defence,
> And Metaphysics calls for aid from Sense:
> See Mystery to Mathematics fly!
> In vain! they gaze, turn giddy, rave, and die."

FELLOW TEACHERS:—I still have no piques to avenge nor grudges to satisfy; but I have an important duty to perform in the educational department of our city and State; and I intend to perform that duty conscientiously, unflinchingly and energetically. And may the dictates of good judgment, calm deliberation, and a magnanimous spirit, guide me in the right performance of that duty. He who dares to expose the fallacies of any age, must expect the vituperations of the dotards of that age; and if his nervous system is not sufficiently calm to receive the venomous scurrilities which are always poured out in copious showers upon him, then he should never undertake the unthankful work. I knew well with whom I was about to contend. I knew well that the entire billingsgate vocabulary would be showered upon my obscure head. I had studied the man in his "public walks and private ways," and his last article has not developed a single new phase in his character that was not perfectly familiar to me. Now, fellow teachers, if, in the performance of my duty, I find certain persons' minds so constituted that severity of language convinces rather than sound argument and cogent reasoning, I must resort to that, rather than give them up as incorrigible.

If I find that I must combat self-constituted censors, and self-sufficiency in its most bigoted form, and all else fails, I must curb such unbridled arrogance by a scathing exhibition of their weakness.

If I find enthroned upon the heights of self-exaltation those, whom Nature and Education have fitted to walk the level plains; I shall not regard it as a "mean slander" should I enquire how they got there. If I find the flood-gates of *light literature* about to be hoisted, and a worse than Noachian Cataclysm about to submerge our public schools, my duty demands steady, calm, and oft-repeated blows, to arrest the catastrophe ; and let him be—— have his life insured, who "cries hold, enough!" If I find that political intrigue, or social partiality, elevates ignorance and incompetency to the sacred mount where should sit in sublime security learning and merit, God's fiat—"death"—alone shall stay the exposure of such wrongs. And now, a word to the thinking men of our age: If the generous spirit of "give and take" of controversy must be trammeled because positions in science, supposed to be true, are shown to be not tenable; then the vast ocean of mind heaves and surges in vain in its reach after fundamental truth. If the salutary clash of intellects of different orders must be hushed, because reputation is supposed to be at stake; then Great Principle of human intelligence, whatever be thy essence, whether the electric vibrations of the molecules of the *encephalon*, or some unconditioned, undefinable, unknowable entity; cease, oh, cease thy restless promptings in the human mind to reach the goal of universal certitude. If the scintillations of latent heat must not be struck from the frigid steel, because the impact might be heard by one ear of great sensitiveness, then let Annihilation reign Imperator over the laws of matter and mind. If the chafing, chiseling, and sand-papering processes, which at last reveal the supermundane ideality of the sculptor must cease, because the grating, chinking and rasping produce unpleasant sensations on an over-sensitive organization; then let Æsthetics, and all beau-ideal conceptions remain in Fancy's ephemeral gallery till that organization becomes energized; and let dread Oblivion forevermore drop her dismal curtain over the culprit who would dare to disturb the soothing lullabies of self importance. If the Indistinctness of Ideas, the Dogmatism and Mysticism of the Middle Ages; its intolerant disposition; its servile adherence to old notions; its obscurity of thought; its anathemas for daring to express an honest difference of opinion from the *constituted* authority, have descended to us through the ages ; then, Urban Eighth, of the Lincoln Grammar School, don thy purple robes; assemble thy mitred conclave; demand

the modern Galileo to come forth clothed in penitential rags; let the adjuration be made, and pledges for the future be given. But remember thou would-be-more-than-sceptered Potentate, "*E pur si muove.*" If humbleness of position, or obscurity of any kind, be a sufficient reason for trammeling the free expression of opinion respecting certain lines of thought and methods of presentation, then the flickering midnight lamp has burned in vain. If the weary lucubrations of midnight can be heard only by the permission of the self-constituted censor of the Lincoln School, then let the autocratic *edict*, "thus far and no further," go forth; and let it echo trumpet-tongued, and clarion-voiced, from Crescent City to San Diego. Yes; let the grand refrain of its combined reverberations extend ultra-montane, till its *andante* and *adagio* dies *in oriente*, where lies entombed his arithmetical letters and master pieces of geometrical skill. *O tempora! O mores! Conscripti Patres educationis, cupio me esse clementem; cupio me non videri dissolutum in tantis periculis republicæ; O immortales dii, ubitam gentium sumus; in quod urbe vivimus? quom republicani habemus?*

Now, as our courteous Mr. Editor deems it better to stop the "Review" than to endure the ravings of a mad man at his office monthly—perhaps daily—I shall turn my mind to that classical and ornate production which dropped from Mr. Marks' fluent quill. I do not see why the teachers should call that a "venomous, scurrilous and disgraceful production." In his first article—March No.—he called me the "prototype of a Georgian hog-driver; a patch-work teacher;" and said I was "wanting in common sense," etc., etc. A clergyman told me once that if I ever attempted to fight his Satanic Majesty I must fight him with fire. Occasionally, we find it necessary to act in conformity to the injunction of the parson. There is something lively, racy and bewildering about that article. For instance: his low witticisms are passable; his puns endurable; but his criticisms ludicrously shocking. Listen: When there is pointed out to him a grammatical error, such as the pronoun not agreeing with its antecedent in number, etc., he becomes exceedingly witty over it. When he finds a punctuation mark out of place, he calls it "a confusion of ideas." When he finds a sentence in which a very important comparison is made which usually takes the abbreviated form, carried out in full, he says the author of that sentence must have been mad. Mr. Marks, do you understand the value of the words which you use? Mr. Marks, whoever detected, selected, and collected my errors in composition for *you*, did me a great favor unawares. The joke of criticism is to detect all the errors you

can; and the reward consists in having our own imperfections pointed out to us, that we may profit by it. I am not so tenacious of my reputation, nor so afraid of losing my position, as to fly into a raging fever because a few of my errors are detected and pointed out. My four articles contained nearly forty pages of foolscap, mostly written after night-school. If there cannot be found, upon an average, four mistakes of various kinds on each page, then I will hang out my "shingle" as a most competent teacher of the English language; but Mr. Marks must not apply for a position to correct compositions, if he can only detect nine errors on twenty printed pages. Yes, Mr. Marks and his sympathizing friends, with "spectacles on nose," and a two-edged quill in their hands, have discovered nine mistakes. Now, Mr. Marks, were I so conscious of my weakness, as you appear to be, *I* too would hasten to the "office," and seize the proof-sheets, inflict the necessary erasures, and *allow* Mr. Editor to make the corrections. It is enough for me to know that the accomplished gentleman who is editor of the TEACHER has corrected many an oversight in my hastily written articles.

The only attempt which Mr. Marks has made to defend his "views," is that which relates to the way in which he uses the word *to* in speaking of one thing's being a complement of another. In the Normal Tract (page 2) Mr. Marks asserts that the Inductive Method is exhaustive; and says that the whole subject of Arithmetic should be exhausted by that method. Then, directly, he says that the Inductive and Deductive Methods are complements *to* each other, and the *work is not done till both are taught.* I showed that an exhaustive method was independent and could have no complement, and asked the author why the work was not done when the subject was exhausted? Now, listen to his *lame* defence: "Reference, not reciprocity, was in my mind." Mr. Marks, it requires intelligence and a well-disciplined mind to be a critic;—never attempt criticism. Many "distinguished educators" have asked me whether I had read Mr. Marks' last article. I told them I had read carefully every word; that there was not a word nor line that surprised me in the least; that I had measured my man long ago; that I was glad that the Delphian Oracle had once more shot off his goose-quill, that I considered that article a full and complete corroboration of many things that I had written; that I was surprised to see my logical deductions fulfilled so soon; that the author of the Normal Tract had furnished another unimpeachable evidence of his utter inability either to conduct an argument or rebut one, without his brains becoming so befogged, muddled and fuddled, that his floundering even

excited the pity of his opponent. Who can read that part of his article which he composed, without feeling deep pity for an Inductive Philosopher? Mr. Marks, I am not a witty man, neither do I desire to excite a smile upon the countenances of the low and vulgar, at the risk of incurring the contempt and ridicule of the learned and good; else, probably, I should have answered you in kind, as I received from you. Had I been writing for your especial edification, it would have been necessary to have dealt largely in Billingsgate Rhetoric that it might give zest to your refined sensibilities. Had I found myself entirely incapable of answering a single argument; and had I found myself in an inextricable dilemma, perhaps I should have resorted to the following chaste, refined and gentlemanly expressions: "Base insinuations; silly criticism; petty malice; mean slanders; disgracefully malicious; thick headed; his friends may be fools; highfalutin, rigmarole; ridiculous and contemptible pedant; venting spleen," &c. &c. My fellow teachers, *are not many other things conspiring to show the same truth?* Does not the above collection of vituperations show the high degree of social culture of its author? Does not the above quotation show the animus which this "unimpeachable authority" exhibits toward any one who dares to call in question his infallibility? Now, is it best to inquire who this anathematizing Hierarch is, who thunders forth his scurrilous epithets *even* upon the friends of his opponents? Whence comes this Magnus Magister, that with such brazen effrontery, dares even to entrench upon the sacred ties of friendship? Shall the sacred shield of an Educational Department, O self-constituted vilifier of one's friends, protect thee from the scourge of holy indignation that must, some day, lash thee to a sense of propriety? Mr. Marks I am well aware that your tongue and pen, long since, have ceased to do the humblest of God's creatures any harm; beware, lest they become as useless for good. This seems to be the head and front of my offending; I have dared to express an honest difference of opinion in respect to methods of teaching Arithmetic; and I have dared to have those opinions published in an educational journal in which Mr. Marks has figured so largely for several years. Mr. Marks, as there is no royal road to science, so there are no royal prerogatives in the Hierarchy of the sciences. If I have scathingly exhibited your weakness, it was not that I respected you less, but that I loved truth more. Had you made an attempt to defend what bears your name, I should have respected your effort; and had you vanquished me with one withering stroke of your pen, I would have extended to you the right hand of fellowship; but

as matters now stand, I really pity your weakness, forgive your ravings, and will endeavor to talk kindly to you. Mr. Marks, the ravings of a passionate man, scurrilous epithets, low witticisms, and puns, can never make "the worse appear the better reason," and furnish an uncontrovertible proof, that he who resorts to them has not a philosophical turn of mind. He who would seek to provoke a smile by punning a name, rather than conveying a substantial, never-dying truth to the mind, is a trifler while living, and when dead wholly dies. Mr. Marks, it is, indeed, humiliating that I find myself bandying words with a man who has not a single word to offer in defence of that which he has made his study for years, and from whom I expected to have received some useful ideas. Mr. Marks, we are seeing and we shall continue to see greater evidence, who has studied the deeper into the secret of imparting knowledge. We are seeing, and we shall continue to see in the practical results which follow, who is teaching "indiscriminate patch-works"—the Normal Tract philosopher or his reviewer. I desire now to quote a sentence from Mr. Marks' last article. "I am in constant communication with *all* the able teachers in this department and have abundant reason to know that they do not agree with Mr. Holder and his friends." So far as I know the *able teachers* in the department are my friends. Mr. Marks, in his usually complimentary style, says I told a downright falsehood when I asserted that not one teacher would give a listening ear when I asked them questions about the Normal Tract. Now, I have no desire to call any one a liar, in so many words, but when I can show that they only tell the truth when it gives them no inconvenience I shall do so. While the Normal Tract was being published in the TEACHER, I read every word carefully, and every male teacher I saw I asked the question: "Have you read the Normal Tract articles?" The invariable answer was no. I urged them to read these articles and give me their opinions of them; and since my review began to appear, I have taken pains to ascertain who have read the Normal Essay. I have to see the first man yet, who has read it through. Now let us particularize; I asked Mr. Marks a few questions one day, about the Inductive method, the *criteria* by which he could tell Induction from Deduction. He says, What have you reference to,—to my Normal Tract? I said yes; he had not one word to say. On another occasion I met Mr. Marks at Lincoln School, in the evening, asked him a few questions about the solution of $\frac{15}{3}$ as given in the Normal Tract; as usual, he had nothing to say. The last part part of the above quotation is both *lame* and *tame*. I am

not anxious to tell who agrees, or who disagrees with me. My anxiety of mind is to see whether practical results will substantiate my philosophy; if not, I must resort to new methods. Mr. Marks, will you do the same? Mr. Marks, your address to Mr. Editor on page 379, exhibits the littleness of your mind more than anything that you have written or have failed to write. You seem to have no more mercy for Mr. Editor than you have for me and my friends. It is enough for me and my friends to know, that our courteous and impartial Editor prepared my bungling and hastily written articles and published all that I sent to him; for which he has our sincere thanks. Mr. Marks, I am an obscure Sub-Master, you are a well-known Grammar Master. If position should carry intelligence and influence along with it, and if magnanimity is a virtue of the more powerful, and if persuasion is the weapon of the intelligent, then why did you did not exhibit these characteristics, instead of their opposites? I have avenged no pique, satisfied no grudges, and have no compunctions of conscience for what I have done, and entertain no ill will toward Mr. Marks.

WM. W. HOLDER.

PLACER COUNTY TEACHERS' INSTITUTE.

AUBURN, May 17th, 1871.

The Institute met at 10:30 A. M. County Superintendent Kinkade called the Institute to order, and organized by electing J. A. Filcher Vice-President, and T. P. Ashbrook Secretary—Miss Fannie Cole, Assistant Secretary.

TEACHERS PRESENT.

Miss Fannie Cole, Ella Coffin, Augusta Eastman, Dora Walker, Maggie Kilgarif, S. J. Robinson, N. A. Nash, Mary E. Graham, Charlotte Slater, Mary A. Baldwin, Sena V. Boles, Mary F. Wixon, Alice A. Crumry, Ella S. Wiley, Carrie A. Smith, Lizzie Bennett, Amanda J. Carter, Mattie J. Nixon, W. L. Reed, M. Lowell, M. C. Winchester, J. T. Darwin, Oscar F. Seavey, J. A. Filcher, T. P. Ashbrook, E. J. Schellhous, C. M. Lovett, C. T. Finlayson, and Miss Amy S. Pitcher.

The Superintendent appointed the following teachers on committees: Introduction—Misses Cole, Coffin, Walker; Messrs. Filcher and Ashbrook. On Music—Misses Graham, Kilgarif, Baldwin; Messrs. Lowell and Schellhous. On Resolutions—Misses Robinson, Slater; Messrs. Schellhous, Darwin, and Winchester.

The Superintendent, in his opening remarks, said Institutes should be practical rather than ornamental, and hoped teachers would not be backward about work in order that he may not have to enforce arbitrary rules.

AFTERNOON SESSION.

Institute met at 1:30 o'clock P. M.

The Superintendent delivered a short address on the subject of popular education. He thought children were required to pursue too many studies at the same time in the common schools, obtaining a partial knowledge of many branches, but

attaining proficiency in none; such a course tends to confuse rather than enlighten the minds of children. He believed the object of instruction was to prepare pupils for the duties of life. He would not require pupils to pursue more than three different branches at the same time, and would first give a thorough knowledge of the elementary branches; afterward, if time and opportunity permit, study the higher branches. He thought the course of study adopted by the State Board of Education could not be successfully followed in mixed country schools. He called the atttention of teachers to the practice of publishing rolls of honor, condemning it: said while it was honor on one side it was dishonor on the other; and honest and industrious pupils are often discouraged (and disgusted with school and books) by failing to get their names on the roll. His method of keeping the roll is to enter the name of every pupil, and only erase as a means of punishment.

The address was followed by appointment of Miss Slater as critic, and a class exercise on the fundamental rules of arithmetic by Mr. Filcher. His theory is to pay but little attention to the text-books (dividing into primary, intellectual, and practical), but would combine all three, and take children at once to the board, and there exercise in mental drill. He thought the exercise in mental drill should be given by the teacher, and every teacher should have his own plan, independent of the text-book.

A lively discussion followed. Mr. Ashbrook was in favor of teachers and authors going together, moving in harmony; thought pupils should be taught to get ideas from the books, and not depend on the teacher's explanation, in order that they may educate themselves out of school.

Mr. Schellhous offered the following:

Resolved, That arithmetic be taught, *mental* and *practical combined*, and so carried through all stages of advancement.

On motion of Mr. Finlayson (by suggestion from the Superintendent) the adoption of the resolution was deferred until after the exercise on the best method of teaching mathematics.

Mr. Darwin was next called, and illustrated his method of teaching fractions, common and decimals. Mr. D. explained his theory by numerous examples on the board, which showed that he was quite familiar with the subject, and gave many interesting examples. The Superintendent inquired if multiplication meant to increase and division decrease the value of fractions. Darwin thought it did. Superintendent gave examples, and refuted the proposition. Mr. Darwin finally gave up the contest.

Discussion on this exercise was brief, but thorough.

Adjourned to meet Thursday at 9 o'clock A.M., Superintendent remarking that 9 o'clock did not mean half-past or a quarter past but at 9 o'clock.

SECOND DAY.

Institute met at 9 o'clock, Superintendent in the chair. The committee on music entertained the Institute with several beautiful selections, Mr. Schellhous presiding at the organ.

Critic's report for the previous day was read, creating no small degree of merriment, and having the effect of an admonition to all to be more careful in future.

Misses Coffin and Eastman appointed critics for the day.

Mr. Schellhous was called to give his theory of teaching grammar.

At the conclusion of his exercise Mr. Finlayson offered the following:

Resolved, That it is the opinion of this Institute that our grammars should be revised and abridged, united with composition.

Substitute by Winchester:

Resolved, That the plan of teaching grammar, as taught by Mr. E. J. Schellhous, be approved by this Institute.

After a long and animated discussion the substitute by Winchester was rejected, being opposed by Finlayson, Ashbrook, and others, and supported by Winchester, and others. The Superintendent was of opinion that teachers were not well enough informed in the plan of Mr. Schellhous to give a decided opinion, and urged the withdrawal of the resolution. Substitute withdrawn and the original was adopted unanimously.

AFERNOON SESSION.

Superintendent in the chair.

After music by the choir, Miss Carrie A. Smith, of Auburn, introduced one of her classes in primary arithmetic. The class was composed of thirteen girls and boys from eight to ten years of age, and showed great proficiency, describing the names and use of signs, reciting the tables, and giving examples as far as fractions. The class were severally interrogated by Ashbrook and Schellhous. Miss Smith follows Mr. Filcher's practice, taking the class at once to the board, and uniting mental drill with practical work. This class last September could not recite the multiplication table, but now show very thorough training.

The subject of teaching primary arithmetic was thoroughly discussed, teachers generally taking a lively interest. The subject of best method of teaching mathematics followed. The resolution of Mr. Schellhous was taken up. Mr. Winchester offered the following substitute:

Resolved, That classes in our public schools should be abolished, and mental drill combined with written arithmetic.

Finlayson and Darwin offered an amendment, as follows:

Resolved, That the three classifications is a misnomer and objectionable; that mental and written arithmetic should be combined from the beginning.

The whole subject was discussed at great length and with much ability. This discussion developed many new, original, and interesting points in the science of mathematics, but resulted in laying the whole subject on the table, indicating a preference for the present practice.

The best method of teaching geography was next in order. Mr. Finlayson was called by the Superintendent. Mr. Finlayson offered an apology, saying that geography was a branch which occupied least of his attention. Superintendent invited him to take the globe, but he said he had no use for it; thought we had too much of the globe and maps, or rather we undertake to teach too many things of no practical utility—neither useful nor ornamental. Was only in favor of teaching the cardinal principles: motion of the earth and currents of wind, causes of tide, temperature, boundaries of different countries, characteristics of the people, commercial nterests, locations, names, length, height, courses of the different rivers and mountains, etc.; but condemned the practice of burdening the minds of children with minute and unimportant particulars. Mr. Finlayson gave many ridiculous illustrations in our present practice. Said he had a slab of plaster paris on which he traced rivers, lakes, mountains and valleys, and would pour water on to illustrate to his class. Superintendent asked if he taught them that

water flowed down hill? Answer.—Yes. Question.—Do you teach that the water in long rivers obey that law? Answer.—No; but teach that it is governed by the centripetal motion of the earth. Many other questions were asked by Superintendent and teachers, but Finlayson proved equal to the emergency, and showed himself master of the situation. The subject was discussed and exemplified by Schellhous, Winchester, Lovett, and many lady teachers.

Adjourned, to meet in evening session at the Court House.

EVENING SESSION.

A large audience present, composed of beauty and intelligence. Essays were read by Misses Slater and Baldwin and Messrs. Seavey and Schellhous, followed by an address by Mr. Ashbrook on the subject of "Magnetism in the School Room." Adjourned.

THIRD DAY.

Superintendent in the chair; roll called; music; minutes read, corrected and approved.

Critics' report read, which again caused each to look at his neighbor, as much as to say, that hit you. Miss Crumry and Mr. Lovett appointed critics for the day.

Miss Baldwin opened the discussion on spelling, which became general and lively. Superintendent favored the phonetic system, condemned drill, or anything like automatic drill; thought the memory should be taxed to retain that which the judgment approves; that there are two methods in word-making, one natural, the other unnatural.

Schellhous would teach children to form and spell words before learning the alphabet, but was alone in this theory. With one or two exceptions, teachers expressed their methods, which were, 1st—To impart the names of the letters; 2d—Formation of words; and, 3d—Analysis of words. Messrs. Filcher, Lovett, Finlayson, Lowell and Winchester, and Misses Nash, Slater, Cole, Carter and Coffin had original methods.

Mr. Winchester opened discussion on method of teaching history, and favored topical questioning, and would confine himself chiefly to who, when, where and what.

All who entered into this discussion appeared to think of our school histories as Mr. Finlayson does of our geographies—too much of it, and all of our school histories criticised unfavorably. Adjourned.

AFTERNOON SESSION.

Music. First exercise was, What is a perfect recitation?

The Superintendent required of the teachers severally to give their views, but scarcely two agreed, which clearly proved the fact that to attain that degree of proficiency to entitle pupils to a place on the roll of honor depends on the judgment of the teacher, and cannot be determined by any definite rule.

Mr. Finlayson then delivered an address on the subject of "Republicanism in the Schools;" gave his experience in the system (having tried it successfully). He treats children as small women and men, subject to the same impulses and emotions, controlled by the same likes and dislikes. His form is like our Republic, so far as a constitutional government, but all is merged in the constitution and by-laws (no subsequent statutes), the teacher being the chief executive, and a few

other offices filled by pupils. The substance of his theory is, that pupils will readily and cheerfully respect and submit to laws approved by themselves.

A resolution was adopted recommending teachers to investigate the matter, try it, and report at our next Institute.

The following resolutions were then adopted:

1. That as teachers we regard the art of teaching and school government as founded upon the natural laws of vital and mental action as a great *desideratum*, and look forward with reasonable expectation for a method more in accordance with that of nature.
2. That the natural sciences should occupy a more prominent place in the common school curriculum.
3. That we regard vocal music as an important aid to the teacher, and that it should be recognized as an essential branch of education.
4. That we deprecate the multiplicity of classes, and recommend a more simple classification.
5. That it is the opinion of this Institute that the School law should be so amended as to allow teachers five days to visit schools without a loss of salary.
6. That a vote of thanks be extended to Mr. Peyton Powell, proprietor of the Auburn and Michigan Bluff stage line, for free passage given to teachers along his line.
7. That we return thanks to the citizens of Auburn for interest manifested in attending the sessions of the Institute.
8. That we return thanks to J. T. Kinkade, County Superintendent, for the able manner in which he has presided over the deliberations of this Institute; to our worthy Secretary for the faithful manner in which he performed his duty. Also to Mr. Filcher for his efforts to entertain the teachers while here.
9. That we also tender our thanks to G. H. Stevens for his liberality in entertaining lady teachers at his hotel free of charge.

The Superintendent thanked the teachers heartily for uniform courtesy and kindness toward him, and at 6:30 o'clock P.M. the Institute adjourned *sine die*.

T. P. Ashbrook, Secretary.

SONOMA COUNTY TEACHERS' INSTITUTE.

TEACHERS PRESENT.

O. P. Fitzgerald, State Superintendent; Dr. Lucky, Principal State Normal School; G. W. Jones, County Superintendent; J. W. Anderson, H. M. Woods, C. W. Otis, D. S. Lane, Mrs. J. E. Woodworth, Miss A. Swetland, Anna Bryant, Miss A. Rathburn, Mrs. A. A. Haskell, Miss E. Acton, Mrs. Ballard, Miss J. C. Martin, R. Dreiss, Miss Mary Singley, Helen Singley, Miss S. E. Groshory, Mrs. M. T. Mott, A. C. McMeans, Miss Jo. Holman, Fannie Farmer, Mattie Clark, C. E. King, Mrs. King, J. H. Fishburn, Mrs. J. W. Woodworth, W. H. McGoon, J. Shaver, S. R. Plank, Mrs. R. V. Hunter, W. H. Adamson, Miss Flora Mock, G. G. Goucher, J. D. Lane, J. McEwen, J. McKibben, Anna Churchman, G. C. Finn, W. A. Edwards, H. F. Moore, Miss S. Grover, D. M. Gowe, J. G. Yager, C. P. Moore, C. Lindsay, H. C. Morris, J. S. Woods, E. F. Crane, Miss E. Gregson, Miss V. Clyman, Miss J. Clyman, Leander Cummings, Miss Susie Owen, Georgie Owen, Celia McAllep, James Harlow, W. Maxwell, Miss N. M. White, N. A. Young, S. T. DePeucier, A. M. Boggs, Miss Ella Boyes, Thomas Biggs, Miss Sarah Westfall, Josie Jones, Mrs. Martha Adamson, C. E. Hutton, D. J. Vanslyke, Miss Sally Northcutt, Carrie A. Mulgrew, J. N. Lafferty, J. S. DePeucier, Miss Laura Holman, Basha England, J. C. Beatty, Milton Clover, E. W. Davis, H. A. Adamson, G. N. Sanburn, Miss McEwen, Mary Stone.

In pursuance to call of Mr. G. W. Jones, County Superintendent, the teachers of Sonoma County met at the Petaluma Theatre.

The Institute was called to order at 10 o'clock A. M., Mr. G. W. Jones ex-officio Chairman.

In the election of officers, J. D. Lane was chosen Secretary, and Miss Mattie Clark, Assistant Secretary; Messrs. B. F. Tuttle, H. M. Woods, C. E. King, and D. J. Vanslyke, Vice Presidents.

On motion, Mrs. Woodworth, Miss Tibbetts, Mrs. Jones, Miss Mulgrew, G. N. Sanburn, were appointed a committee on singing; Prof. J. W. Anderson, H. M. Woods, and Mrs. J. C. Ballard, on introduction.

A few remarks by Mr. G. W. Jones, setting forth the real objects which should prompt teachers to attend the Institute.

The Petaluma Board of Education having been elected honorary members. Mr. B. F. Tuttle, President, was called upon and addressed the Institute, welcoming the teachers of Sonoma County to Petaluma.

AFTERNOON SESSION.

Meeting came to order at 2 P. M.

Mr. G. W. Jones addressed the Institute, saying, "I am opposed to a national system of education. Sonoma County ranks second in the State in the matter of education, San Francisco County being at the head. Sonoma County has more resident teachers than any other county in the State. Her teachers, as a class, have certificates of a higher standing than any other county in the State. The State Board has revoked teachers' certificates for non-attendance upon the Institute. I am opposed to any penalty being attached for not attending. I look upon them as coming here prompted by love of profession. Coming free from any restraint by law. Privilege makes each one a worker; it stimulates him."

An address by Mr. D. J. Vanslyke. Subject: "How shall the co-operation of parents and teachers be secured in the school?"

The address was followed by discussion.

Mr. J. S. Woods said: "I have experienced but little difficulty in securing the co-operation of parents. Teachers will find but little trouble in this respect if they are earnestly devoted to their profession."

Dr. Lucky said: "I believe it to be the duty of every teacher to frequently visit the parents, inquire into and manifest a deep interest in all their business affairs—render them assistance in every way possible."

Prof. Anderson said: "I don't bother myself about the co-operation of parents. Teachers should be independent, over-ride all opposition and objections made. Do their whole duty though the heavens fall."

Mr. Jones said: "Teachers are not supposed to be missionaries, and the question is, shall they constitute themselves such?"

Prof. Anderson said: "The school-law expressly enjoins upon the teacher the duty of cultivating correct morals, manners, and a true appreciation of the dignity of American citizenship; it is a wise and proper provision; and every teacher who fails to carry it out falls short of doing his whole duty. All this can be done without going among the parents."

The discussion drifted into the "Use of the Bible in the Public School."

Vanslyke said: "I am not aware that it is used in the Public Schools."

James Woods said: "I use it in my school, and as long as I am an American citizen I shall continue to use it."

Dr. Lucky moved that a vote be taken on the proposition—That it is the duty

of a teacher to visit frequently the parents, as a means of discipline. After being put a second time it was carried, 32 to 19.

EVENING SESSION.

Address by Dr. Lucky. Subject—"The Elements of Success in the District School."

SECOND DAY.

Exercises were commenced with singing by the Club. Dr. Lucky followed in answering some questions concerning the Normal School. He cordially invited all the teachers to visit the Normal School, saying—"A few weeks vacation could not be spent by any teacher more profitably to himself than in the Normal School."

Address by Prof. J. W. Anderson. Subject—"The Lack of Practicability in Pupils in our Schools; Its Causes and Remedy." The address was quite lengthy, but equally interesting.

AFTERNOON SESSION.

Meeting came to order at 2 P. M. O. P. Fitzgerald, State Superintendent, in the chair.

Address by Chs. E. King. Subject—"The Object of Recitations, and the best Method of Conducting Them." He was listened to with great earnestness, and at times loudly applauded.

EVENING SESSION.

Address by State Superintendent, O. P. Fitzgerald. Subject—"The Great Want of our Public Schools." He said: "I hope that soon every district public school in the State will maintain a school ten months in each year. The State at large ought to provide for the education of the children. Men are endowed with a greater administrative power than women, but pay a woman the same as a man for the same work. God gave to woman more tact, more patience, than to man; these qualify her for teaching the primary schools."

THIRD DAY.

Address by Mr. A. C. McMeans. Subject—"The Best Method of Teaching Composition." He said: "Composing is not a gift. I am opposed to the old method of giving a child or pupil a piece of paper and letting him sit down and write promiscuously whatever occurs to his mind. He receives assistance in every other branch of learning, and why not in this? I make composition writing almost a daily exercise, instead of a semi-monthly one. Make a sort of class recitation of it."

Prof. Lippitt agreed with the Essay, and said: "The English language is the simplest of all languages. Why is it that a foreigner can so soon learn the English language when it takes an American a life time to learn a foreign language? The whole system of teaching English Grammar is false."

G. W. Jones said: "Our language grows as our wants increase."

Prof. Anderson said: "Our best composers are not made in our schools. A knowledge of *words* is first in importance. We must have language in order to be able to think. Paraphrazing is a good exercise in cultivating variety of expression. Changing poetry into prose is a good exercise in composition."

Mr. King said: "The mind is a sleeping giant, and can be aroused."

The discussion here drifted into the best method of teaching spelling.

Mr. Sanburn said he gave prizes to make his pupils become interested.

Mr. Johnson, of Sonoma, gave presents in order to stimulate his pupils.

Mr. McMeans opposed the use of slates in teaching spelling. He thought the best method is oral spelling.

Dr. Fitzgerald said—"The difficult words in the reading lessons should be spelled."

Mr. Vanslyke, of Healdsburg, said—"The only method for making a thorough speller is, to teach him by writing."

AFTERNOON SESSION.

Judge Langdon addressed the Institute upon the subject of Popular Education.

Address by Chs. E. Hutton. Subject—"Do Examinations and Exhibitions Promote the Interests of the Schools?" He said: "Examinations stimulate both teacher and pupils. Examinations differ but little from a recitation, only a little more comprehensive—a sort of review. As is the teacher so is the school. The performance of one mental operation helps in performing the subsequent one. Examinations strengthen the confidence of the pupil. Every thought taken into the mind either improves or poisons it. I am oppossed to exhibitions—that is, the way in which they are usually conducted. Their general effect upon the mind is poisonous. They usually are all but a waste of time."

Mr. King thought exhibitions no waste of time, and adduced a long train of arguments in favor of them.

Mrs. Haskell, of Petaluma, agreed with King. She thought they were infinitely valuable in schools.

Prof. Lippitt favored exhibitions, saying—"I owe all the usefulness and influence of my life to the fact that I was put upon the stage when a boy. That teacher fails to do his whole duty who does not put the girls upon the stage to express their opinions in public."

Prof. Anderson said: "Confidence comes only by knowledge, and without knowledge there is no confidence."

FOURTH DAY.

Dr. O. P. Fitzgerald repeated his invitation to the teachers present to attend the State Teachers' Institute, saying that teachers should be true to each other, stand by each other.

The following resolution, offered by Prof. Anderson, was passed:

Resolved, That this Institute tender Dr. Fitzgerald a vote of thanks for his valuable services during the Institute.

Dr. Biggs said: "He could go to his school with renewed vigor. He was under many obligations to some of the speakers."

Prof. Hutton, in response to the attacks made upon his address in reference to exhibitions, said: "All that the opposition have said amounts to nothing in reality. Knowledge without expression is like money locked up in a safe. There is no neutral ground in education—all is either good or bad for the scholar. It is fearful to behold the responsibility of a teacher; the longer I teach the more responsibility I feel."

The subject of school law was then taken up.

Mr. G. W. Jones stated: "That this year in Sonoma County the Public School Fund will be greatly increased over what it was last year. The amount of taxable property in the county is six million dollars. Last year the county tax was thirty cents upon the one hundred dollars; this year thirty-five. Last year the State tax was eight cents; this year it is raised to ten."

After a continued discussion, participated in by many of the teachers, Dr. Graves, of Petaluma, offered the following resolution, which was adopted:

Resolved, That the Senator and delegates from Sonoma County to the next Legislature be requested to use their influence in securing appropriations sufficient to maintain the Public Schools at least eight months in each year.

Mr. B. F. Tuttle thought it was necessary to have something to tax before we can expect so much by taxation. All property should be taxed equally for school purposes. If we can not lengthen our school terms to ten months lengthen them to six. He disagreed with Dr. Graves concerning the wealth of California, saying California is the poorest State in the Union. Taxation and wealth should be increased together. If the people of Petaluma, who pay the taxes, could be relieved of the present school tax they could support a teacher at a salary of five hundred dollars per month, at a less cost than under the present circumstances they give him one hundred and fifty.

Vanslyke thought the subject, "How can we lengthen the terms, of more importance than the question of salaries."

Mr. G. W. Jones said: "*How* to raise the tax rather than the amount, should be the question for discussion. Under the law Santa Rosa is exempt, but adjoining districts are not. This is neither just nor constitutional. Taxes for the public good should be equal."

Mr. Tuttle said: "Our school tax is greater than *all* the taxes in the State of Maine, and there they maintain the public schools eight months during each year. I am opposed to increasing the salary of teachers, but am willing to pay a tax to support a teacher ten months in the year."

AFTERNOON SESSION.

Institute came to order at 2 P. M. G. W. Jones in the chair.

Prof. Anderson in his *last speech* commended Mr. Jones very highly for his zeal and earnestness in the execution of the duties of his office, saying—"Notwithstanding I did all in my power at the last election to defeat you, since then you have cordially co-operated with me in my efforts to do good, and it is not only my wish that you be re-elected, but it shall be my effort."

On motion, a committee of five members, three gentlemen and two ladies, were appointed to report an order of exercises for the next Institute.

A motion was unanimously carried in favor of holding the next Institute at Petaluma.

[The Resolutions have not reached us.—EDS.]

On motion the Institute adjourned *sine die*.

J. D. LANE, Secretary.

MONTEREY COUNTY TEACHERS' INSTITUTE.

SALINAS CITY, August 18th, 1871.

The Teachers' Institute of Monterey County met, according to published notice, in the Public School-house of Salinas City on Tuesday morning, the 15th of August, at 10 A. M., and closed with a pleasant reunion on the night of Thursday, the 17th instant.

Following is the list of officers: E. M. Alderman, President; A. W. Butler, Vice-President; S. M. Shearer and P. E. Kersey, Secretaries.

Committees were appointed as follows: On Resolutions—Misses Harvey, Shaw, and McCandless, Messrs. J. N. Thompson, A. B. Hughes, and R. B. Warren. On

Music—Misses Harvey, Conover, and Canfield, and Messrs. Morehouse and Hughes.

On Introductions—Misses Canfield, Fronie Harvey, and Abbott, and Messrs. A. W. Butler, Jno. Gregg, and H. V. Morehouse.

Critics for the first day, Mr. L. O. Rodgers and Miss Kratzen; second day, Jno. Hays and Miss Fronie Harvey; third day, R. C. McCroskey and Miss McCandless.

Following are the names of members enrolled: Misses Lizzie Harliss, Lotta Roadhouse, Fannie B. Canfield, Fronie E. Harvey, Loletta Graffelman, Josie Harvey, Luella Abbott, E. L. McCandless, Libbie Conover, Hattie J. Shaw, Clara Warren, Messrs. John Hays, L. O. Rodgers, Chas. Wainwright, A. W. Butler, John T. Moore, P. C. Millette, A. B. Hughes, J. T. Gregg, S. F. Crawford, J. Martin, J. N. Thompson, S. M. Shearer, R. B. Butler, Sam'l Westlake, P. E. Kersey, R. C. McCroskey, Miss Letitia Irwin, Miss Jennie Fallon.

The following were elected honorary members: Rev. W. C. Curry, J. A. McCandless, Rev. W. H. Wilson, Mrs. H. V. Morehouse, B. T. Nixon.

Following is the report of the Committee on Resolutions:

Resolved, That it should be the privilege of the teacher to visit the schools of his county, and that he should be allowed at least five days in the year for that purpose without reduction of salary.

Resolved, That frequent changes of teachers and text-books are detrimental to the best interests of the Public Schools.

Resolved, That we think teachers should publish, in the CALIFORNIA TEACHER, any errors they may find in our text-books.

Resolved, That all teachers who engage in the profession should be granted a renewal of certificates of their respective grades, without a re-examination, except where there may be serious objections, such as unprofessional conduct or incompetency.

Resolved, That there should not be more than twenty credit marks for perfect examination in the School Law of California, and that the other thirty credits be divided between Philosophy and Composition.

Resolved, That no person be entitled to a certificate of the first grade who does not receive eighty per cent. in Arithmetic and Grammar, without reference to the number of credits in other branches.

The resolutions were adopted.

The following additional resolutions were offered and adopted:

Resolved, That it is the sense of the teachers of Monterey county, in Institute assembled, that the salary of the Superintendent of Public Schools of said county should be increased to twelve hundred dollars per annum.

Resolved, That when a parent or guardian neglects or refuses to educate his children, it is the duty of the Legislature to make laws to compel him to give them the elements of a common English education.

An Essay was read by A. B. Hughes on the subject of "Human Progress."

Miscellaneous Topics: Class exercise in Geography; Class exercise in Spelling; Discussion on Teaching Spelling; Discussion on Teaching English Composition; Discussion on lowering standard for third grade certificates; Discussion on Course of Study in operation at present; Discussion on Compulsory Education; answering questions propounded and deposited in the question-box; Select Reading.

An Address of Welcome was delivered by County Superintendent Alderman.

Lectures were delivered by Judge E. M. Reading and H. V. Morehouse.

Judge Reading's lecture showed marked ability, holding the audience spellbound with his beautiful and apt illustrations of his chosen subject, "Woman." His command of language was eloquent and forcible.

Mr. Morehouse delivered an excellent address on "What Constitutes a True Teacher," and was enthusiastically applauded.

On the evening of the last day Dr. O. P. Fitzgerald, State Superintendent, delivered a practical and forcible address on the subject of education, containing many useful suggestions to school officers, and much that was calculated to inspire the teacher with renewed zeal in his calling.

S. M. SHEARER, Secretary.

DEPARTMENT OF PUBLIC INSTRUCTION.

EDUCATIONAL ITEMS.

WHY DECLINED.—The excellent teacher and kind friend who sends us an article headed, "Who Shall be State Superintendent?" will excuse us for declining to publish it. It would not be proper to open the pages of the TEACHER to such a discussion. The relation of one of the editors to the subject is sufficient reason for keeping free from any discussion of it in these pages. A moment's reflection will show our friend that this is the proper course.

THE MONTEREY COUNTY TEACHERS' INSTITUTE.—The proceedings of this body may be found in this number. The occasion was one of interest and profit. Salinas City is one of the most hospitable of places, even during a "dry year;" Dr. Alderman is one of the most genial of County Superintendents; and with such teachers as Warren, Rogers, Shearer, Hughes, Martin, and others, the exercises could not fail to be lively and interesting. A protracted discussion on "Compulsory Education" was a marked feature of this Institute. This discussion developed a great variety of opinion on the subject, but showed that the majority favored strong measures if necessary to secure the education of the masses. The speakers on both sides manifested a high degree of intelligent enthusiasm, and will be found working harmoniously together in support of all practical progressive educational movements. Messrs. Martin and Shearer, the rival candidates for the County Superintendency, were present, beaming with good humor, and took kindly the pleasant rallying they received at sundry times. The State Superintendent has a very pleasant remembrance of this Institute, but a little modified by the hot and tedious ride on the highest point of a pyramid of baggage on the "deck" of that overcrowded stage-coach.

"AN ANGLE."—A worthy school director of one of our Bay towns, in a letter introducing a lady teacher to the State Superintendent, spoke of her as "an ang*le* in human form." No sarcasm was intended, for the lady was neither angular nor homely. It only shows the eccentricity sometimes observable in official orthography.

DR. SPENCER'S POLYTECHNIC SCHOOL.—Dr. Spencer has opened a polytechnic school for boys in Oakland, and will bring to it a varied and many-sided culture, which will merit the success we so heartily wish him.

PACIFIC METHODIST COLLEGE.—This school was reopened at Santa Rosa August 9th. Addresses were delivered by Gov. Haight, Rev. W. R. Gober, and Dr. Fitzgerald, State Superintendent. The Faculty are: Prof. A. L. Fitzgerald, President; Chas. S. Smyth, Professor of Mathematics; Charles King, Professor of Ancient Languages; Prof. F. F. Zellner, Music Department; Miss Florence Miller, Preparatory Department; Mrs. Louisa Parks, teacher of French and German. At the close of the opening exercises one hundred and fourteen students were enrolled. A most promising beginning for a prosperous school in the beautiful and delightful town of Santa Rosa.

PROF. D. C. STONE'S SCHOOL AT OAKLAND.—It will not be thought invidious

for us to say here (what we frequently have occasion to say in conversation) that among all our private schools that of our friend Prof. D. C. Stone, at Oakland, is one of the best. It comes as near being a *home* for pupils, in all the best senses of the word, as any school can be where *mother* is not. When a child is sent from home to be educated, the parent wants to place his child with a good teacher and a good man. Prof. Stone is both.

CALIFORNIA EDUCATING JAPAN.—California is fulfilling her destiny as the civilizer and educator of the Asiatics. Rev. Dr. Veeder, late of the City College of San Francisco, is now at the head of the English schools established by the Japanese Government at Yeddo. Mr. M. M. Scott, late a member of the State Board of Examination, and Mr. Wilson, a teacher of long experience in the East and brother of Prof. Wilson, of the City College, left for Japan on the 1st instant. Mr. Scott's associates on the State Board of Examination part with him with much regret, but wish him the largest measure of success in the orient. We have the promise that both of these gentlemen will favor the TEACHER with letters from Japan.

UNIVERSITY OF THE PACIFIC.—Rev. O. S. Frambes, A. M., has been called to the chair of Mathematics in this institution, and brings to it long experience and tried ability. Irving Henning has been elected to the chair of Ancient and Modern Languages. A good choice. We have known him from his boyhood, and know no finer specimen of a gentleman and religious scholar.

TEACHERS, ATTENTION!—The teachers of all colleges, seminaries, academies, and denominational schools, are requested to forward to Dr. O. P. Fitzgerald, Superintendent of Public Instruction, San Francisco, at as early a day as possible, a sketch of their respective schools, for use in the forthcoming Biennial Report. Without such an exhibit the Report will be very imperfect. The heads of these schools may thus do themselves a service while benefitting the public and obliging an official.

STATE NORMAL SCHOOL BUILDING.—As the work on the State Normal School building at San Jose advances, the rare beauty of the structure becomes more and more apparent. It attracts the admiring gaze of every visitor to the "City of Gardens." When finished, it will be an honor to California, and a pretty fair index of the rapid march of our State in education. The generosity of San Jose precludes the necessity of occupying any portion of the Normal School building until the whole shall be completed. The attendance of pupils is large, and embraces representatives from the greater part of the State.

FIFTH CLASS OF THE UNIVERSITY OF CALIFORNIA.—The formation of branches of the Fifth (or Preparatory) Class of the University in different parts of the State having been referred by the Regents to Prof. Tait and the Superintendent of Public Instruction, arrangements have been made for the establishment of such classes in Grass Valley, Nevada City, and Santa Cruz. This feature, which so intimately correlates the University to the common schools, promises great benefit to both.

PAYOT, UPHAM & Co. (formerly Payot & Co.), will, under the new arrangement, take distinguished rank among the booksellers of San Francisco. The new partner, Mr. Isaac Upham, will bring to the firm large business capacity, a very extensive acquaintance, and a host of friends in every part of the State. We wish our friends the success they are sure to merit and achieve.

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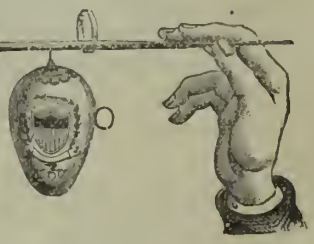

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☞ A TEACHER, of eight years' experience in the East, holding a First Grade State Certificate, desires a situation as Principal of a graded school. References: Hon. O. P. Fitzgerald, State Superintendent, W. M. McFadden, County Superintendent of Los Angeles county, and others. Satisfaction guaranteed. Correspondence solicited. Address, A. B., "California Teacher," San Francisco, Cal. Au-2t

CALIFORNIA
STATE NORMAL SCHOOL.

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—— ——.....Assistant

COURSE OF STUDY.

To secure admission into the Junior Class, applicants must pass a satisfactory examination before the Board of Examination in the county in which they reside, on the following subjects, viz.:

Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

JUNIOR CLASS—*Firsl Session.*

**Arithmetic*—Robinson's Higher.
**English Grammar*—Brown's.
**Geography*—Monteith's.
**Reading*—McGuffey's 5th Reader.
**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.
General Exercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*Firsl Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age, and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

CALENDAR FOR 1871–72.

First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

For additional particulars, address

REV. W. T. LUCKY, A. M., PRINCIPAL, San Jose.

March 25th, 1871.

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THE READING EXERCISE.

BY H. C. KINNE.

THE following suggestions are offered mainly for the consideration of persons who have charge of ungraded country schools, though they are by no means entirely inapplicable to the peculiar routine of the school-room in our cities and larger villages.

The first and most important item in the successful management of an ungraded school is the proper classification of the pupils, and the want of such classification is a bar to progress which no amount of skill or energy on the part of the teacher can overcome. The true secret of success in teaching is to teach but few things, and teach them well; and every teacher, upon entering an ungraded school, should organize the fewest possible number of classes, and include a large share of the school in each class. All studies in which a goodly number of pupils cannot engage should be thrown out. This is true of reading as well as of other studies, and it is in relation to the reading exercise that a caution is particularly needed in the schools of this State. There are now, and have been for years past, too many different reading-books allowed in our schools. McGuffey's series of Readers has been wisely substituted in place of Willson's; but our State Board would have consulted the interests of ungraded schools, at least, if they had taken a step farther: selected three numbers from the new series, and permitted the introduction of these three only. The full series consists of six numbers, and as the use of all of them is now authorized, they will naturally find their way into all the book stores and all the schools of the State.

There is many a small school wherein two or three pupils will be furnished with the sixth reader, three or four with the fifth reader, four or five with the fourth reader, and so on down to the first. Of course, there must be as many different classes as there are different readers, and confusion will necessarily reign supreme. No one at all conversant with school matters needs for a moment to be informed that it is utterly impossible for any teacher to manage six reading classes and do any degree of justice to them. Wherever the attempt is made the reading exercise will degenerate into a farce.

The first injunction, then, that I would lay upon the teacher is this, that in addition to a class in the charts, no more than three regular reading classes be organized. The teacher should select from the series three readers adapted to the capacity of the pupils, and make use of them only; and where such selection has not already been made, I would suggest that the first, third and sixth readers will be found amply sufficient for the wants of every ungraded school in the State. If the mode of instruction recommended in this article be faithfully pursued, the omission of the intervening numbers will occasion no inconvenience. But whatever portion of the series is selected, this much is certain, that three readers, and three readers only, are all that should be used in any one school at any one time. Teachers should be inflexible on this point. Of course, if a large number of pupils, sufficient to form a class, are already provided with a given text-book, a change should not be too rigidly insisted on, though that book may not, in the judgment of the teacher, be the best adapted to their capacity. But the odd sticks should be pruned off without mercy. One or two pupils should not be allowed to read separately, simply because they "bought that kind of book." It is nothing but weakness on the part of the teacher to tolerate such a condition of things. Some effort may be required to effect a proper classification, and to reduce the school to a working trim, but the thing must be done before any sound and vigorous progress can be made.

Three reading classes having been organized, I would advise, secondly, that the smaller pupils be furnished with extra readers, similar to those used by the higher classes, in order that they may look on while the older pupils are reading. This may be deemed a novel proposition, but it is one that will stand approved after a little reflection, and most certainly after a little experience. It is the peculiar advantage of an ungraded school that the smaller pupils are constantly learning from the instruction given to those who are older. The smaller pupils are

listening day by day to the reading of the advanced classes, and especially to the reading of the teachers, and they thus gradually become familiar with the pronunciation of words, and also gather something of the spirit and meaning of the passages contained in the reading lessons. I recollect, when a child myself, listening with the most delighted attention to the eloquent reading of a teacher, whose unusual gifts in that line of rhetoric subsequently procured for him a professorship of that science in one of our colleges. But if the younger pupils are supplied with books, and watch the reading of the advanced classes, it is evident at once that the incidental benefits they receive will be immeasurably increased. The eye will be educated as well as the ear. They will not only hear the words pronounced, but they will see upon the printed page the symbols representing those words, and by associating the form and the sound, they must necessarily themselves learn to read. Nor will it be found difficult to teach the younger pupils thus to watch the exercises of the higher classes. A child that can read rapidly and fluently in the first reader—whose eye has already been educated to run quickly from line to line—will soon learn to "keep the place" in the sixth reader, especially when the lessons in the sixth reader are read and re-read repeatedly, and read, too, slowly and deliberately for the particular benefit of younger pupils. And here let me say, parenthetically, that while undue rapidity of utterance is of course not desirable, nevertheless every child should be *able* to read rapidly, and this faculty should be acquired at an early stage of the pupil's progress. The first reader class should, therefore, read their lessons over and over till they can read very fast. In this manner the eye will be educated to quickness of discernment, and the development of an insufferable habit of drawling prevented.

By all means, then, let the younger pupils be supplied with extra readers. And as nothing of the kind is contemplated in our public school regulations, teachers must look to the voluntary action of parents for assistance. And they will not look in vain. Parental pride is particularly solicitous in behalf of the progress of young children. And if any children remain unprovided for by their parents, teachers should take up a subscription in their districts, purchase a proper supply of extra readers, number them, add them to the school library as district property, and loan them to such pupils as need them. And whether these books belong to parents or to the district, they should be put in the hands of the pupils only during the reading exercise, and immediately at its close should be carefully collected and laid aside.

The third suggestion that I would make is in relation to the adoption of a rule upon which I would lay the utmost stress, as being of vital importance in the successful management of the reading exercise. It is a rule that should be enforced in all schools, whether graded or ungraded, and in all classes, whether primary or advanced. To borrow a trite phrase, it is a rule that should be transcribed in letters of gold and hung up in every school-room for the guidance of the teacher as well as the school. It is this:

Every pupil shall read readily and fluently, without hesitation and without mistakes.

This regulation may seem to many to be very nearly akin in point of wisdom to the famous order of King Canute forbidding the influx of the tide. To many it may seem not half as brilliant, nor half as likely to prove effective as Dame Partington's attempt to beat back the sea with her broom. But I beg leave to say that nothing can be surer of accomplishment. I beg leave to say that a school may be so instructed that every pupil shall have no more difficulty in determining the pronunciation of the words that occur in his reading lesson than he has in finding the way to his mouth at the dinner-table. It is hardly necessary to remark that this is a consummation devoutly to be wished, and that it is also a consummation not yet attained in the majority of our schools. There is an endless amount of stumbling and awkwardness and hesitation in our reading exercises. It is to be found, to a greater or less extent, nearly everywhere. If all the reading lessons in the land were marshaled simultaneously, and if our auditory nerves were rendered so acute that we could catch the faintest vibration from the remotest section, what a Niagara-like torrent of mispronunciation would roll in upon us. And this state of affairs is attended with the most damaging results. If but a portion of the pupils are chronic stumblers, they constitute a drag and a burthen that renders the whole exercise exceedingly stale and unprofitable. Wherever this pernicious habit prevails, it destroys all life and interest and animation, creates a spirit of restlessness and inattention, and converts the reading exercise into a tedious and wearisome farce. The pupil who stumbles at every third word derives no benefit from the exercise, but rather positive injury. He of course understands nothing of what he is reading, or pretending to read. The hour for reading is to him an hour of mortification and shame, and he gradually acquires an aversion to everything in the shape of a book, which aversion he carries with him through life. Not a little of our popular ignorance is attributable to the fact that multitudes in their

earlier years acquire a disgust for literature by reason of that defective mode of instruction which allows them to stumble into the school-room, stumble through it, and stumble out again, without having read a single sentence correctly and understandingly throughout their whole course. By all means, then, let the nuisance be abated, if the thing is possible. And as I have already intimated, the thing *is* possible. From the whole number of schools in California let there be selected fifty wherein this habit most prevails; from each of these fifty schools select the individual pupil most notorious for this defect; let these fifty choice specimens be gathered into one class or school, and yet, under suitable instruction, all this hesitancy in reading may be made to disappear as if by magic within ten days. But how is this result to be attained? What is the talisman that will effect so wonderful a transformation? It is simply this: Let the teacher read each lesson to the class, clearly and distinctly, *six times* before any pupil is allowed to pronounce a syllable. This is the remedy, and the whole remedy. Just this, and nothing more. I do not mean that the teacher shall read the lesson six times consecutively on one occasion, or at one sitting, but that the lesson shall be read repeatedly during several days previous to its assignment to the class.

Let us explain the matter more particularly. We will suppose it to be Monday morning, and in a school where the good old-fashioned practice of opening both the morning and afternoon sessions with reading still prevails. The class is prepared to take up a new lesson, say Lesson XX, which lesson has been read by the teacher half a dozen times during the preceding week. The teacher commences the exercise by reading the same lesson again in full. The class follows, reading the same. The teacher then concludes by reading Lesson XXI as an advanced lesson. On Monday afternoon precisely the same course is pursued, the teacher reading Lesson XX, the class reading the same, and the teacher concluding with Lesson XXI. The same routine is strictly observed on Tuesday and Wednesday, both morning and afternoon. On Thursday morning, as Lesson XXI has now been read six times in advance, the class is prepared to take it in hand, while Lesson XXII becomes the advanced lesson to be read by the teacher. It will be seen that by this method each lesson is read six times by the teacher before it is commenced by the class; it is read six times by the teacher while the class is engaged upon it; and it is read six times by the pupils themselves, or *eighteen* times in all. The entire efficacy of this mode of instruction as a remedy for any and all awkwardness and hesitancy in

reading will not be disputed for a moment. The whole school must necessarily read with the utmost ease and fluency.

But the objection may be made that under this system the teacher is required to read twice as much as the pupils. This is precisely as it should be. It is from the instruction given by the teacher that the pupil is supposed to make progress. Every time a child pronounces a letter, a syllable, or a word correctly, it does so from the fact that it has heard its teacher or other person pronounce that same letter, syllable or word correctly. The more frequently, then, a word is pronounced in the hearing of the pupil, the more indelibly will that pronunciation be impressed upon his memory. And there is another consideration that calls upon the teacher to read continually and repeatedly in the presence of his school. The language of literature differs very materially from the language of children and of unlettered people generally. Our literary productions contain innumerable words and expressions that do not pass current among persons unacquainted with books. The words made use of by uneducated people are few and simple; whereas the words to be met with in the broads fields of literature, in their number, in their construction, and in their application and shades of meaning, are multitudinous, complex and manifold. When the boy steps from the circle of the play-ground into the circle of the *literati*, he is ushered into a new sphere, where ideas are conveyed in a tongue to him unknown. Upon the teacher, therefore, devolves the task of rendering his pupils familiar with this higher language, and the true course for him to pursue is that which I have indicated. The words of literature should be dinned incessantly into the ears of the pupil until they are inlaid, so to speak, into his intellectual structure, and become an essential and inseparable part of his mentality. Let the teacher, then, read, re-read, and read again.

It may be further objected, that if the smaller pupils are required to watch the exercises of the higher classes they will have no time to study their own reading lessons. I respectfully demur to the use of the term "study" in connection with a reading lesson. When pupils are required to memorize certain facts in geography, or certain paradigms in grammar, that term may be appropriate, but there is no propriety in assigning to a class an entirely new reading lesson, one which they have never read, or heard read, before, and requiring them to "study" it by way of preparation for reciting. New lessons must necessarily contain new words, in reference to the pronunciation of which the pupil is left in the dark. After the teacher had read a

lesson several times, and thus shown the class how to set the egg on end, it may be entirely proper to require them to review it before reading, but the only true way to "study" a reading lesson is for the class, with book in hand and eye on line, to listen to the reading of the teacher.

The advantages of the system of instruction outlined in this article may be summed up as follows:

1. There will be but few classes, and these most thoroughly taught.
2. All hesitancy and defective pronunciation in the reading exercise will disappear.
3. Unexampled progress will be made, especially by the younger pupils.
4. The constant repetition of the lessons will enable the younger pupils to watch the reading of the advanced classes without difficulty.
5. Younger pupils may be promoted to higher classes with no inconvenience from the omission of some of the readers in the established series.
6. The whole school can join in concert exercises in reading from the highest reader in use.
7. All children will become good readers, and that at an early age.
8. Pupils will catch and imitate the style of the teacher, and thus read with proper rhetorical effect, though no special attention be given to the so-called rules of rhetoric.
9. Success in this exercise will tend to develop a taste for reading, which, in turn, will contribute to the attainment of a higher degree of general intelligence.

And, finally, it is claimed that this system is the most natural and philosophical, and consequently the most valuable and useful, and therefore those teachers who adopt it will necessarily be the most successful.

A TALK TO PARENTS.

Parents, patrons and friends, we extend to you a cordial welcome, and must assure you that we feel highly honored with your presence here to-day. We felt desirous to have you come to see us, at least one time. We would have been glad, and certainly felt much encouraged to have had you visit us oftener. We must now say, that special efforts would have been made to secure your presence ere this, had it not been that we have been anticipating a brief career and speedy termina-

tion of school on account of the financial condition of the district. I am now happy to say we can anticipate its continuance with brighter prospects, I hope, for the future. We trust that our energies may be renewed, and our labors here become more and more satisfactory and beneficial. We feel that the business of schools is so closely allied with every one's interest, that we should meet at least one time under the same roof—the roof of the district school house—where we could see and know each other, and see and know how things looked around and about here; and encourage that feeling of mutual dependence and benefit which is so strongly manifested, yet so little heeded, in the relations which a school establishes in a community.

The visits of school officers, and *especially* the parents of the children attending school, should be so frequent as to make us feel that their visits were a matter of course, and of no unusual occurrence. We would thereby be impressed with a feeling of confidence and security. Whereas, when they are few and far between, like the visits of angels, we are apt to grow timid, become embarrassed, and regard them, not as a matter in the natural course of things, but with a kind of fear and dread. The less parents and patrons visit schools the less they feel inclined to do so, till finally they are influenced by the same dread.

This place is the scene of your children's educational labors, and their moral, mental and physical training. This is the house, and this is the place where the children and youth from the different homes in this community assemble from day to day, for seven hours of the day, and for five days in the week. Within these walls, and at these desks, from day to day they assemble, and take their accustomed places, where the work of preparation in the different studies in which they are engaged is required to be done.

And on these grounds, just around and about here, they chase away the hours of relaxation and play, in childish amusements. Behold them, assembled here now, a part and parcel of an embryo republic —the future representatives of yourselves, of this community, and of this society, and of the community and society at large.

Again, I would ask, what is the object of this meeting *here* from day to day, week to week, month to month, and from year to year, during the period of their minority? Is it a place of retirement for children, where parents and guardians may send them to escape the petty annoyances which they sometimes experience by their presence at home? Or, is it for the more noble and glorious purpose of bringing them under the influence of moral and intellectual discipline, that they may be prepared to become useful members of society?

We come here to learn what are our duties, and to prepare ourselves for an *honest* and *intelligent* discharge of them. What are our duties? We have certain duties to perform, growing out of our relations to our Creator—that of whole-souled love and obedience, entirely summed up in the command: "Thou shalt love the Lord thy God with all thy mind, with all thy strength, and with all thy understanding,"

We have duties to discharge which are the result of the relations existing between parent and child. Parents, you are bound by the law of the great God of all creation to maintain and educate your children, according to the means which He has placed in your hands. You are responsible to a very great extent for their fitness for this life as well as for that life which is beyond the grave.

If your worldly circumstances and situation are such as to deprive you of the benefits and conveniences that sometimes go along with riches and favorable circumstances, it is no excuse. Though, perhaps, you may be what the world calls poor, or live in some isolated district of country, yet, notwithstanding all that, you are not excused from the proper training of your children. Your homes, wheresoever they be, or however poor, are the nurseries of your children's good or bad qualities. Your influence, and the influences of your homes, are the greatest that are brought to bear upon their infant minds, and there, at your homes, and with you, let me inform you, the greatest responsibilities rest.

If you are immoral, dishonest, impolite, slovenly and indolent, your children will imbibe these qualities. If you are courteous in your manners, moral in your thoughts and language, neat and orderly in your habits, industrious and frugal in the management of your affairs, however great or however small they may be, and generally correct in your deportment, your children will be like you. As is your life and example, so will be inclined your children. Not because you have been disappointed, and failed in the race of life, should you abandon them to the same fate; but by proper home culture and training you may enable them to achieve such success in life as to redeem all your worse qualities and shortcomings; or, in other words, make your life successful through the medium of your children. "As the twig is bent the tree is inclined;" "Train up a child in the way it should go, and when it is old it will not depart from it," are trite and truthful sayings.

The homes of families are properly regarded as the nurseries of the State. In them the young twigs of State are propagated and put forth their shoots of green and tender branches. This age of the tender

plants is the one most susceptible of impressions, and according to the influences and manner of pruning, cultivating and training them, will these impressions be productive of good or bad fruits. It is in this nursery, if the twig be bent for good, the tree will be inclined to produce good; but if the twig has been bent for evil, the tree will be inclined to produce evil. That there are a great many poorly cultivated and badly managed nurseries in this goodly land of ours we have an abundance of evidence, from the great amount of evil we behold in the world around us.

We will now consider the duties which arise from the relations that exist between the teacher, parent and pupil.

The teacher is in the place of the parents for the time that the children are with him; or, in other words he is the general agent of these home nurseries. It is his duty to receive into the schoolroom, or general nursery, the consignments of the products of these different nurseries, good, bad and indifferent; of various ages and states of development; and to deal with them as a good, honest and faithful agent should do—according to contract, and the purposes for which they were consigned—to act as good and honest principals would, if they were themselves present, and attending to their own business.

He is a co-worker in the business of pruning, cultivating and training, and while in his care, should endeavor to improve and make them a merchantable commodity—to forward them into the world's mart of talent and true worth. There is as surely a market for the sale of talent as for barley and butter. True worth and usefulness are the qualities which command the highest price.

In the general business of the world it is exceedingly rare to find the agent as honest and faithful in the discharge of duty as the principal would be, if present and attending to the business himself; but in the business of teaching, how very, *very* often (yea, the order of things is almost reversed) do we see the teacher laboring more assiduously, honestly and faithfully than the parents at their homes. And it is in this business, as of all other kinds, the principals could labor more effectually by virtue of their greater power and influence. Why, I would ask, is this difference? Is it because the interest of accumulating dollars and cents, and of enjoying worldly pastimes and pleasures, are greater than the moral, intellectual and physical development and training of their children?

Now we, as your agents in this business, as the world knows, are abused more than any other class of agents, and yet, as the world

also knows, as a class we are more honest and faithful in the discharge of our duties than the principals for whom we labor.

We have the indifferent and distorted twigs of different ages and stages of development consigned to us, and we are directed to prepare them for market with all dispatch. They have already fondly set their own value upon them, and if, perchance, they fall below the world's classification, the faithful agent is charged with the damages.

We give a moral lecture to-day to the little culprits, in all sincerity and earnestness, on the evils of the use of profane and vulgar language, and make a good and deep impression, the school adjourns at the accustomed hour, and ere the assembling of another day, our work has all been torn down; the good impressions have all been uprooted by the profane language and contaminating vulgarisms that have escaped the lips of parents and older members of the family domain.

Send us twigs from your nurseries that have been skillfully and morally cultivated. We can then establish an orchard of State, the delightful fragrance of whose blossoms will perfume the land, the plenteousness and deliciousness of whose fruit shall suffice for the wants and insure the healthfulness of the body politic.

You are the principals, we are the agents; consequently we sustain toward each other the relation of principal and agent; therefore, teachers and parents are certainly co-workers in school business. You work there (at your homes) and we work here; your duties are more particularly with the children at home; ours with them here. You should visit us, and we should visit you. We will thereby be better informed about our duties and business, and less likely to disagree. If you discharge your duties and we discharge ours, the fruits of our joint labors will certainly be the most abundant, and of the very best quality.

The most important duties children owe to their parents are a cheerful and prompt obedience, love and respect. They owe similar duties at school to your agent, the teacher. We *know*, when they have been trained to discharge these duties properly at home, they invariably cheerfully discharge their school duties.

Children are naturally wayward, restless and wicked, and have been so since the transgression of our first parents. Children are also naturally inclined to do right and avoid wrong, as their consciences dictate; but lacking the maturity of mind and firmness of purpose, they cannot govern themselves, but must be governed and directed by the experience of others. We cannot blame *them*, then, for being slovenly, indolent, rude and wicked, but those whose inevitable duty it is to

nourish, educate, train, govern and direct, by means of the various instrumentalities which God has placed in their hands.

We are no less required to learn and practice the duties which we owe to our fellow creatures, all of which may be embodied in that golden rule of life, "Do unto others as you would that others should do unto you." To learn and practice our various duties, as well as the more practical branches of the arts and sciences—to drink freely at the fountain of knowledge, and to walk hand in hand with her handmaid, Virtue, is the business of schools and school teachers.

Let us reflect for a moment, and see how far we assist each other in the performance of this most important work. If you had an agent in any other business, would you interpose any obstacle, either by word or action, that would lessen his authority, or impair his usefulness, thereby damaging your own interest? or would you, from any supposed weakness in him, co-operate more vigorously, in order to secure success, so long as he was retained in your employ? The truth seems to be that where lucre and worldly goods and gains are the things considered, the latter course would prevail; but the consideration of your children's moral and intellectual well-being is of so much less importance that the reverse is too often the case. Disrespectful words uttered about the teacher or school, in the presence and hearing of children, are firebrands thrown into the school, and are obstacles placed in the way of your children's prosperity. How often, I would ask, is this thoughtlessly, and sometimes maliciously, done by parents and grown up people? Notwithstanding all this, teachers may, and do labor successfully against such influences; yet how much better would it be if such was not the case.

A case in point occurs to me at this moment. To-day we have lectured in a most fervent manner on the duties of children to respect and obey their parents, of respect and obedience to the authority under which they may be placed; of respect to old age and to superiors, etc. To-night, within the enclosures of home, and under its magic influences, an unkind, perchance an unjust, though it may be thoughtless, remark has been uttered in the presence and hearing of the children, which plainly conveys an idea of opposition and disrespect to authority on the part of the parent, thereby upturning the good seed that may have been sown.

Again, parents, I must tell you that your homes are the nurseries of the State. They are the basis of the pyramid, and according as the foundation is there laid, so will be the superstructure. We are co-

workers in its erection; let us try to be skillful and faithful workmen, that symmetry, harmony, beauty and utility may all be combined in this imperishable edifice. J. G. B.

REVIEW BY TITLE.

Last month I reviewed a book of which I had seen only a specimen page. Now I shall review a book of which I have heard only the title. One Term History. I don't know who wrote it. I don't know who published it. I don't want to know. I do know, however, that I shall like the book. It is a step in the right direction. One term is long enough to study the history of our country. I hope each book will be accompanied with a smooth, round stick, tipped with something very soft—a small piece of the author's head, for instance, with which to ram the text down the pupil's throat. I say it is a step in the right direction. But it is only a step. The time should be reduced to one month, or twenty school days. Dr. Schellhous recently remarked in this journal that *time is an essential element in education.* He probably meant *a very little* time, and the *coming school historian* will treat American History in six easy lessons. With an arithmetic, a grammar and a geography to match, we shall be enabled to delight the hearts of those intelligent parents who want their Johnnies promoted to *encourage* them. And education can be made so *thorough*, too. Just what is demanded by the editors of the daily newspapers, when they condescend to devote their gigantic intellects to the enlightenment of teachers in matters of education. (Don't editors know more about teaching than teachers do?) So practical, too. Quite on a par with teaching our Fifth Grade infants to make out bills and receipts, and our Fourth Grade children to reckon interest and draw up notes. What if they are not old enough to keep their noses clean, isn't it the prime object of education to prepare children to get a living without the aid of their hands? Isn't the country suffering for the want of young men willing to stand behind counters and measure ribbon?

By all means, push on the reforms. Shorten the course. Be thorough. Instead of three ideas well expressed in one language, let there be one idea lamely expressed in three languages. It shows. I like display. The people like to be humbugged, and if teachers won't gratify them they must expect to become unpopular.

Bernhard Marks.

"BODY MORE THAN RAIMENT."

It would seem as though many educators did not agree with the Great Teacher. They will spend much time in telling of the wonders of a little piece of woolen, linen or cotton fabric; they will dwell with an earnestness truly commendable on the different colors and shades of colors; they linger over the beauties of vegetable life, showing the way in which plants live and breathe; they even do not forget sticks and stones, giving their form and use; but not one word of that most necessary science—the preservation and health of the human body. Many who think it right, and would teach it, are at a loss how to reach the minds of young children, or how to impress upon them even the most simple laws of health.

Until something better is suggested, let us give rules, in the shape of maxims, and illustrate, as often as possible, by stories and questions, on the maxims given. Below are a few maxims, partly founded on Dr. Hall's rules for preserving health:

Always keep your person and clothes clean.

To your homes welcome sunshine and pure air.

Many die from eating too much.

Little eaten leisurely is better than much eaten in a hurry.

Don't drink until you are through your meal, and then nothing cold.

Eat plain, coarse food, rather than pudding, cake and pie.

Ripe fruits and berries are always wholesome.

Do not take much exercise before breakfast.

Do not go with an empty stomach into a sick-room.

Do not eat or drink, after leaving a sick-room until you have thoroughly rinsed your mouth.

Wash your teeth before breakfast and every time you eat.

Do not cut finger-nails too close; keep them washed, not scraped, clean.

Keep your mouth shut, and breathe through your nose.

Pure air makes pure blood.

Take plenty of regular exercise in the open air.

When warm from exercise, cool off very slowly.

Do not read with your face to the light, nor while lying down.

Never go to bed with cold or damp feet.

Always eat and sleep with a happy heart.

Fun is worth more than physic.

Illustrate, I repeat, by stories and questions. If the maxim given should be, "When warm from exercise, cool off very slowly," ask what

harm it would do if he drank a quantity of cold water, or sat in a current of air. Tell about some child who was made very sick, and had to take much bad medicine for disobeying this rule. The more the story is enriched by sentiment, fun or word pictures of material surroundings, the more good it will do. OCCASIA.

MORE OF MRS. FLIPKINS' VIEWS.

"I declare," said Mrs. Flipkins, ironically, to her bosom friend, "why don't these school teachers send for a new book everyday instead of every week? I wonder how much profit they make on each one? No wonder they can afford to wear silk dresses and velvet cloaks, and put on all kinds of airs; no wonder! I declare, Seraphine Jugson, it just makes me as mad as fury to see the impudent hussies flirting round with their gold watches, and me a toiling away in my kitchen without any, although I have half worried the life out of Flipkins ever since we were married to buy me one."

"There's the one that lives next door. I declare to goodness the very dress she wears to school everyday is as good as my Sunday one; and do you believe it, she hain't got but one decent dress besides that to her name; I know, for I've watched and watched. Such a piece of extravagance! Why in the world don't she wear a print to school? But no, they must make a grand fuss, and always have a fine dress on at school, if it's the only one they've got. I'd like to know what she does with all her money. Puts it in the bank, I suppose, to catch a husband with."

Here Mrs. Flipkins stopped to take breath, and I turned pale with indignation behind my blinds, for all this meant me.

"About them books," I heard Mrs. Jugson's mild voice interceding, "I really don't think the teachers is so much to blame as them Boards what orders 'em."

"Yes," struck in Mrs. Flipkins, vivaciously, "it's the Boards, and the teachers, too; and worse than all, it's them McGuffeys and Robinsons and Masons, and all them men who can't let well enough alone, but must always be a scratching and a scribbling, either revising or compiling, or writing some book; not because they can do any better than others have done afore 'em, but because supplying books to fifty thousand children is too pretty a pile for them not to have a finger in it. You can't talk to me; don't I know these men? My goodness gracious,

sakes alive! haven't I managed Flipkins for fifteen years, and ain't they all alike?"

"Wouldn't Flipkins write a schoolbook if he could?—of course he would, and I shouldn't at all wonder if he did set at it one of these days, for upon my word I don't believe there's anything in this blessed world he thinks he *can't* do. Would you believe it, Seraphine, that man commenced yesterday morning to give me a lecture on managing my Tommy; as though all five of the others hadn't been just like him when they were his age. He's going to take Tommy back to-day, and he says if he has to apologize on his bended knees to that teacher that he will get him into school again. I just told him to beg all the pardons he wanted to, so long as he didn't ask me to do it, and as to getting Tommy back to school again, I should be very glad to get him out of my way, the little Satan, and I don't care where he goes. My arms are just tired thrashing that child. I suppose when he goes back, there'll come a lot more notices for this book and t'other book; well, I've made up my mind for one thing, and that is, that I shall certify that Flipkins is unable to buy 'em, and send the children down to get them at the office."

"But," said Mrs. Jugson, in the same apologetic tone she always used in speaking to her friend, "I should hardly suppose that Mr. Flipkins would consent to that; and besides, he gets such a good salary, I don't suppose they would believe him. I know I suggested it to Mr. Jugson, who is certainly poorer than your husband, and I declare to you he didn't speak to me for a week, besides scaring the life out of me with the black look he gave."

"Noodle!" ejaculated the undaunted Flipkins, "if that ain't just like you! Ever the same old fraid-cat; always trembling if your old bear of a Jugson so much as looks at you. I'd like to see Flipkins terrifying me, that I would! As for his consenting, that has just nothing to do with it. I shall show him the notices, and he will give me the money; then I shall sign the notice and send the children down to the office; they never ask any questions down there; if they did they'd hear some funny things sometimes. They just give the children an order on some bookseller, and bring home the books as clean as a whistle. They've got lots of money down there, and I might as well have a finger in it. What did they keep half those saucy schoolmams' salaries for if it wasn't to have plenty of money for these books? A pretty business they'd be in, asking questions of a pack of children, for they never require parents to go down; if they did, I guess there wouldn't be quite so many books called for."

"But about the money Mr. Flipkins will give you," inquired timid and admiring Mrs. Jugson, "won't you have to give it back to him?"

"Seraphine," was the answer, "you are a noodle without doubt. Will he ever know anything about it, I'd like to know? Never; and I shall never get that point lace collar any other way, for Flipkins is as mean as can be with his own family."

After this I heard no more, and supposed that the two dear friends retreated to Mrs. Flipkins' kitchen. C. G. D.

JAPANESE CONTRACT WITH A TEACHER.

BELOW is the form of contract required to be signed by Messrs. Wilson and Scott, who went out last month to take positions as teachers of English in the Japanese Government school at Yedo. We print it as an item that will gratify the curiosity of our readers:

SKETCH OF CONTRACT.

In the name of the Japanese Government, we, ..., ..., ..., hereby make the following contract with Mr. ....., of .....:

1. With the advice, and on the recommendation of Mr. ....., of ....., the said Mr. ..... is engaged as a teacher of ..... at the Daigaku Nanko for the term of ....., viz: from ..... to .....

2. Mr. ..... shall be furnished by the Government with a house built after the European style, but the Government does not provide either furniture or board.

3. Mr. ..... shall receive a salary of $.... a month, payable at the end of each Japanese (or lunar) month, in specie or banknotes, as he may choose.

4. If any difficulty should arise on the part of the Government, and Mr. .....'s engagement be thereby interrupted before the expiration of the term stated, his salary shall be paid him for the whole term of this contract; but if he be dismissed at his own instance or desire, his salary shall be paid him up to the day of such dismissal only.

5. If Mr. .....'s engagement is to be continued for another term beyond the present, he shall be notified accordingly two (2) months before the present term expires.

6. The authority of regulating the hours and the order of instruction shall be and remain vested in the Board of Directors; but Mr. ..... shall in no case be required to teach more than six hours a day.

7. If Mr. ..... wilfully and repeatedly neglects his duty at the College, or if he be guilty of gross improprieties or immoral excesses, so as to interfere with the proper discharge of his said duty, his engagement shall terminate, even if it be before the expiration of the term of this contract, and his salary shall be paid him up to the day of said termination only.

8. During the term of his engagement Mr. ..... shall not enter into any trading operations with Japanese merchants.

9. Mr. ..... will confer with Dr. Verbeck on all questions and matters that require for their decision or settlement the action and consent of the Board of Directors.

10. In case of absence from duty on account of sickness, if more than one month, Mr. ..... shall furnish a temporary substitute; if permanently disabled, his contract to be considered as of necessity discontinued.

(N. B.—Daigaku Nanko is the name of the College at Yedo.)

THE SCHOOL-HOUSE WINDOWS.

A Poem read at the Dedication of the Oakland High School Building, September 17th, 1871.

BY E. R. SILL.

Hope builded herself a palace
  At the heart of the oak-roofed town,
And out of its airy windows
  Her happy eyes look down:—

Her eyes,—the beautiful eyes of Hope,
  All day are shining there,
And the Morning hears her merry songs
  Ring out on the fresh sea-air.

Full many a changing face has she
  For the changeless earth below,
And to each the magical windows
  A different picture show.

As when you stand in the twilight
  And watch through the darkling pane,
Till the image of your face appears
  Against the fading plain.

And a wider world is opened—
  The ghost of the fire-lit room
That wavers and glows and glimmers,
  Beyond in the hollow gloom,—

Till, out through the mirrored phantoms,
  The stars and the spectral trees
Are the dim and columned corridors
  Of wonderful palaces.

So each of the childish faces
  That looks out into the air,
Through an image of itself must see
  That colors all things there;

And the hills and the azure water
  Can never be twice the same,
For the hue of the seeing eye will tint
  Its vision in dust or flame.

Our lives are but what we see them;
  Bright, if the eye-beams are:—
Not what shines in, but what shines out,
  Makes every world a star.

So when at the school-house windows
They stand, the guileless wise,
I peer o'er their clustered shoulders,
And see with their own bright eyes.

Then the vanishing mists of morning
Like airy portals ope,
And the hills that lift their slopes beyond
Are the boundless realms of Hope.

The slim ships, out of the western haze,
Come moving, dim and still,
As if the sights of the solemn sea
Had awed them like a spell.

And as a quiet, land-locked bay
Their school-days seem to be,
And they long, through the gate of golden years,
To pass to the world's wide sea.

Then we look from the sunny windows
On the lives that plod below,
Who guess not how, to us, their ways
'Twixt blooming gardens go;

And we see how every toiling life
May look serene and fair,
If the soul but climb above itself
And gaze from the upper air.

But the master, after school is done,
And the children are all away,
He reads in the window-panes the thoughts
That have winged from there all day.

As he watches the loud troop homeward,
Till the pattering feet are still,
He reads the innocent musings
That the crystal tablets fill.

There one had leaned and listened
And heard in the empty air,
Invisible armies marching
To a soundless trumpet's blare.

And one had caught the motion
Of the great world round the sun,
Till he felt on his face the rush of space
As the whirling Earth-ball spun.

The dream and the aspiration;
The glimpse of the higher home;
The noble scorn of the world that is,
And the worship of that to come:

The thirst for a life diviner,
And the sigh of self-despair,
That rose through the blue to the gate of Heaven,
And was answered like a prayer.

Ah, for him the panes are crowded
With the volumes of such lore,
And the children will catch, to-morrow,
The glimmer of days before;

Till the dry and dreary lesson
In luminous letters shines,
Where the magical school-house windows
Have written between the lines.

But the brightest of all the windows
In this palace of Hope so fair,
Are the eyes where merry thoughts climb up
And beckon each other there.

There are clear and sea-blue windows,
Behind whose pencilled bars
The bright hours are all sunshine,
And the dark ones lit with stars:

And there are shadowy casements,
That gentle secrets keep,
And you seek in vain through the clouded pane,
If the spirit wake or sleep:

And oriels gray, where, cool and still,
The soul leans out to see,
As you shape for the prince the sword and crown
Of the king that is to be.

The years of the unknown future
Even now are on the wing,
Like a flight of beautiful singing birds
From the distance hastening.

O Children, O blind magicians,
With powers beyond your ken,
Moulding, but guessing not, the souls
That shall wear your faces then—

Shall the look be clear with truth, or drear
And hollow with masking days?
Shall the eyes be sweet with the love of men,
Or shrunk with the lust of praise?

And what, from those future windows,
Shall the magical pictures be?—
The scattered wrecks of fleets of care,
Or a blessed argosy?

Perchance when ye come and stand and muse
On the years that were half in vain,
A mist that is not of the ocean born
May be blurring the window-pane.

And one may sigh to remember
The old-time wishes there,
And the bows of empty promise
That have broken in the air.

And some shall wonder and wonder,
As they think of the days of old,
How their world from the school-house windows
Could have looked so bare and cold:

For the mist that was thick at morning,
From the noon shall have risen and fled,
And the air shall be full of fragrance now
From the blossoms that it fed.

O friends, have the paths grown empty?
Do the winds play out of tune?
Have the early gleams of glory gone
From the sober afternoon?

Then follow the little foot prints
Out from your care and pain,
And the world from the school-house windows
Will look all young again.

O the never-forgotten school-days!
Whose music, fresh and pure,
Is woven of hints of songs to come,
Like a beautiful overture—

When the spirit had not touched its bounds
Of weakness or of sin,
But the nebulous light was round it still
Of the soul it might have been.

Oh! the old earth will be Eden,
Fairer than that of yore,
When the young hearts all shall grow to be
What the good God meant them for.

We are all but His school-children,
And earth is our school house new,
Where duties are set for lessons—
Whose windows are midnight's blue.

And out through that starry casement,
Some night when the skies are clear,
We shall watch the mists of time lift up,
And the hills of heaven appear.

EDUCATION IN GERMANY.

[From the Rhode Island Schoolmaster.]

The success of the school system in Germany is universally attributed by her own educators to the following features of her school law:

1. The recognition of the true dignity and importance of the office of a teacher in a system of public instruction.

2. The establishment of a sufficient number of teachers' seminaries, or normal schools, to educate, in a special course of instruction and practice, all persons who apply or propose to teach in any public primary school, with aids to self and professional improvement through life.

3. A system of examination and inspection, by which incompetent persons are prevented from obtaining situations as teachers, or are excluded and degraded from the ranks of the profession by unworthy criminal conduct.

4. A system of promotion, by which faithful teachers can rise in a scale of lucrative and desirable situations.

5. Permanent employment through the year and for life, with a social position, and a compensation which compares favorably with the wages paid to educated labor in other departments of business.

6. Preparatory schools, in which those who wish eventually to become teachers, may test their natural qualities and adaptation for school teaching before applying for admission to a normal school.

7. Frequent conferences and associations for mutual improvement, by an interchange of opinion and sharing the benefit of each other's experience.

8. Exemption from military service in time of peace, and recognition in social and civil life, as public functionaries.

9. A pecuniary allowance when sick, and provision for years of infirmity and old age, and for their families in case of death.

10. Books and periodicals, by which the obscure teacher is made partaker in all the improvements of the most experienced and distinguished members of the profession in his own and other countries.

FOURTH GRADE QUESTIONS.

GEOGRAPHY.

1. Name the oceans.
2. What is a republic?
3. Name the largest river, lake, sea, and city in the world.
4. Largest gulf and bay in North America.
5. What Europeans made discoveries and settlements in North America?
6. What can you say about Cortez?
7. How many States in the United States, and which is the largest?
8. Name four great rivers in the United States.
9. The two largest cities in the United States.
10. How long did the war of the Revolution last, and when was the Declaration of Independence made?
11. Where is the Mississippi Valley?
12. Principal agricultural products of the United States.
13. What is the largest city in the Southern States?
14. Where is Chicago?
15. Name a State noted for each of the following products: (*a*) gold; (*b*) cotton; (*c*) sugar; (*d*) silver.
16. Name and locate the largest city in the United States?
17. Largest city, lake, river and bay in California?
18. Name the bay counties.
19. What is the highest mountain peak in the State?
20. Name the cities and towns situated near the bay of San Francisco.

SPELLING.

1. Beleef.
2. Babboon.
3. Forhead.
4. Programme.
5. Phrigid.
6. Cureable.
7. Differing.
8. Malishus.
9. Conceit.
10. Phisycian.

Correct the spelling, punctuation and capitals:

"the knawing quadrupeds whitch are so named on account of the peculiar Character of there front teath, or incizers are formed for feeding upon the harder kinds of vegitable mater such as nutts and grane and the rutes and twigs of Trees this divizion of animals, includes the Squirels beevers, Marmots porkupines Rats and Mice the

Cavies or guinea pigs of south america and the Rabits and hairs."—*Willson's Third Reader, page* 231.

SIXTH GRADE.

ARITHMETIC.

1. Add 45, 37, 29, 64, 87, and explain why you carry the left hand figures after adding the right hand column.

2. Multiply 245 by 5, and tell what denomination is obtained in multiplying each figure of the multiplicand.

3. Multiply 45426 by 8.

4. Divide 34 by 2, and explain how it is done.

5. From 1041 subtract 242.

6. Add 25 dollars and 75 cents; 110 dollars and 20 cents; 5 dollars and 9 cents; 1000 dollars and half a cent.

7. A man paid $3,478 for a farm; $1,117 for live stock; $635 for farming implements; $423 for grain and seeds, and $189 for repairing fences and buildings. How much did he expend in all?

8. If 6 pounds of sugar cost 60 cents, what will 9 pounds cost?

9. How many tons of hay, at 6 dollars a ton, will pay for 8 yards of cloth at 3 dollars a yard?

10. When flour is 7 dollars a barrel, how many barrels can be bought for 63 dollars?

STATE PRISON SCHOOL.

Report of the State Prison School and Library for the month of August, 1871: Number of prisoners attending school, 231; number of prisoners acting as teachers, 23; total attendance, 244. Number of members in the Mutual Improvement Society, 231. Whole number of volumes loaned from the Library during the month, 1,675—classified as follows: Roman Catholic, 30; Protestant Religious, 70; travels, 150; history, 200; biography, 95; science, 30; romance, 848; periodicals, 170; Spanish, 20; German, 40; French, 12. Whole number of volumes in the Prison Library, 3,038.

C. C. Cummings, Moral Instructor.

DEPARTMENT OF PUBLIC INSTRUCTION.

DEDICATION OF THE OAKLAND HIGH SCHOOL BUILDING.

The new High School Building for the City of Oakland was dedicated on the 17th of September, with appropriate ceremonies. This building is the most beautiful public school edifice in California, and is worthy of Oakland. The architects are Messrs. Wright and Sanders, of San Francisco, who have a right to be proud of this monument of their professional skill and genius. At some future time we propose to furnish our readers with a detailed description of it.

The dedicatory exercises, which were both interesting and protracted, were opened with a few telling remarks from Rev. L. Hamilton, President of the Oakland City Board of Education.

Rev. Mr. Martin read the thirteenth chapter of First Corinthians, and offered a fervent and suitable prayer.

F. M. Campbell, Esq., City Superintendent of Oakland, presented a statement of the yearly progress of the Oakland schools, public and private, since 1863, with advice and exhortations to parents.

G. W. Armes, Esq., (introduced by the President of the Board as "one of the strong right *arms* of the Department) read a very interesting paper, exhibiting the progress of the Oakland Public School Department in the acquisition of school property and the erection of school buildings, showing a rapidity of progress extraordinary even for California.

Then followed the Oration, by Hon. John B. Felton. It is enough to say it was worthy of Mr. Felton and of the occasion. It was out of the beaten track, but suggestive and progressive, even to the verge of impracticability on some points. Its peroration was grand, and grandly delivered.

General Eaton, National Commissioner of Education, was introduced, and his practical, earnest, sensible manner made a very favorable impression upon the audience. He wondered at the homogeneousness of our cosmopolitan population in California, and asked whether the political relations of the Pacific Coast would be permanent. He then briefly combatted the notion that the State had no right to provide for the higher education as well as the common branches, saying that if the value of the ordinary workman was increased twenty-five per cent. by an ordinary English education, there was sixty per cent. of gain in the higher departments of learning and labor.

State Superintendent O. P. Fitzgerald was called for, and said that he would answer the question propounded by General Eaton: "Would the present political relations of the Pacific Coast be permanent?" Yes, the Stars and Stripes will float over our mountains and valleys as long the stars shall shine in the heavens! He claimed that the University of California was more intimately correlated to the common schools than any other in the country, there being no break in the chain of *free* public school tuition from the tenth grade of the Primary School to graduation from the College of Letters in the University. He said that the multiplication of new school houses was the marked feature of our public school operations for the past two years; that these public school houses dotting the State were the citadels of our liberties, and a better safeguard against all our foes

than a continuous line of fortifications, black with artillery and bristling with bayonets. He had been in every public school house of special note in the State, and this was the most beautiful of them all. This was as it should be. Oakland aspired to be "The Hub" of the Pacific Coast, not only as a center of education, but commercially. Perhaps when her grand aspirations for commercial greatness should be realized, it might be necessary to remove the University to some quieter locality—the village of San Francisco, across the Bay, for instance! He concluded with warm congratulations to all concerned.

Hon. Edward Tompkins was almost forced upon the platform by the calls of the audience, and made (as he always does on such occasions) a most felicitous speech, abounding in enthusiasm, wit and eloquence.

These various speeches were most delightfully interspersed with singing by the pupils of the school, and the reading of a *real* poem by Mr. E. R. Sill, who is one of the teachers. The poem may be found in this number of the TEACHER, and will, by the appreciative reader, be enjoyed more on the third reading than on the first—so numerous and so subtle are its beauties.

There were on exhibition in the building, specimens of drawing by the pupils of the school; and we are not merely repeating a stereotyped form of expression when we say they were remarkably good. Of thirty-six prizes for drawing, awarded by the recent Mechanics' Institute Fair in San Francisco, fifteen were taken by the pupils of this school.

No one present had more cause for satisfaction than Prof. J. B. McChesney, the worthy Principal. The efficiency and popularity of the Oakland High School are largely due to him. With quiet energy he has brought his fine attainments and practical good sense and skill to bear in building it up for several years past. In this new and admirably constructed school house good work will be done by him and his associates.

EDUCATIONAL ITEMS.

ROLLS OF HONOR.—So many teachers have sent their "Rolls of Honor" to us for publication, that it has become impossible to find room for them all. The number now on hand would almost fill one entire number of the TEACHER. We cannot discriminate where all have equal claims, and so impartially omit all. Our friends the teachers can use the local press for such publications. The newspapers of California are remarkably liberal and accommodating with regard to the publication of educational intelligence. Many of our best County Superintendents and teachers utilize them very happily for this purpose. Their example is again commended to others. Every editor worthy the name knows that the public schools are by far the most important of all the secular interests of society.

COUNTY SUPERINTENDENTS' REPORTS.—Several Superintendents have not yet sent in their reports! The delay is *very* embarrassing to the State Superintendent, but he is as patient as he can be under the circumstances. In most cases the Superintendents say (doubtless truly) their tardiness is caused by the delay of Trustees in reporting to them. We now say to the Superintendents, *Wait no longer*. From the records in your own offices make out immediately the fullest Report you can and forward to the anxious and waiting

STATE SUPERINTENDENT.

State Normal School Building.—As the work on the State Normal School building at San Jose advances, the rare beauty of the structure becomes more and more apparent. It attracts the admiring gaze of every visitor to the "City of Gardens." When finished, it will be an honor to California, and a pretty fair index of the rapid march of our State in education. The generosity of San Jose precludes the necessity of occupying any portion of the Normal School building until the whole is completed. The following counties are represented: San Francisco, Stanislaus, Monterey, Santa Clara, Alameda, Butte, Inyo, Siskiyou, Mendocino, San Joaquin, Humboldt, Nevada, Sonoma, Yolo, San Mateo, Sacramento, Napa, San Diego, Santa Cruz, Amador, Calaveras, Tehama, Contra Costa, Solano, El Dorado, Fresno. One hundred and thirty-six pupils have been in attendance during the term—a larger number than have attended the school during any former summer term.

The next session of the School will begin October 16th.

Fifth Class of the University of California.—The matter of the formation of branches of the Fifth (or Preparatory) Class of the University in different parts of the State having been referred by the Regents to Prof. Tait and the Superintendent of Public Instruction, measures have been taken for the establishment of such classes in Grass Valley, Nevada City and Santa Cruz. Stockton was the first place that availed itself of the privilege of organizing such a class. This feature, which so intimately correlates the University to the Common Schools, will greatly benefit both.

Gen. Eaton, United States Commissioner of Education, is now visiting California. The principal public schools of San Francisco have been honored by a visit from the General, and we presume he will in due time make known his opinion concerning us.

Excuse Us.—The kind friends who wish to "express themselves" on the State Superintendency will excuse us for not publishing their communications. In a little while they will acknowledge that our course is in accordance with good taste and the fitness of things.

Placerville Academy.—Our friend E. B. Conklin has gone back to the scene of his former successful labors as an educator, and has opened the "Placerville Academy" in Placerville. He will have the valuable co-operation of Mrs. Conklin. A most excellent school may be safely predicted. Mr. Conklin has not only the scholarship, the love for teaching and the long experience in the school room, but also those high moral qualifications which are indispensable to the full discharge of the functions of a true educator. "Home education" should be the motto of every community. Never send a child away from home except in case of actual necessity. Mr. Conklin's school will furnish the best advantages for academic instruction and judicious moral culture and training, and the people of Placerville and vicinity will promote their own interest by extending to it a liberal support.

Sweeping Out School Houses.—A good teacher asks the State Superintendent: "Have Trustees or Teachers the right to make rules requiring pupils to sweep the school room?" The State Superintendent answers, that there is no provision of the School Law authorizing the imposition of such janitorial service on

public school pupils. It is a very common practice with pupils to alternate in doing this work, and it is a very proper thing for them to do, under some circumstances. It does not hurt them in the least, nor does it degrade the young sovereigns of America. It saves expense, too. But it must be a voluntary service. The pupil's duties are not those of a janitor.

Detaining Pupils After School.—This question has also reached the State Superintendent: "Have Teachers a right to detain pupils after school, for lessons or punisment?" The answer is, *No*. The practice, however, is almost universal, and many of our best teachers say it is absolutely necessary. It falls hardest on the poor teacher, whose protracted "worryings" with *incorrigibles* wear them out more than all their regular and legitimate labors in the school room. Will some teacher who has mastered this question give us an article thereon for our next number?

A Case of Law and Equity.—The Trustees of a Public School District employed a lady to teach their school during the last school year. At the expiration of her term of service, there is no money in the treasury to the credit of the district. The new school year begins, and the question arises: How shall the teacher be paid? Of course the apportionment for the new school year cannot be used. To legalize *that* course would bring "confusion worse confounded" everywhere—the whole system of public school finance would be thrown into chaos. Shall a special tax be voted by the people to pay the debt? There is no law for *that*—and never will be. What then? The State Superintendent's advice was: Let the Trustees and citizens of the district raise the money by private subscription, pay the teacher, and keep out of such scrapes hereafter.

This case is thus referred to here because it is one of many of like character which have claimed our official attention. A loose practice in this particular has been very common. Trustees have erred with the very best intentions. Everybody must see that the proper course is to follow the law, and keep the fiscal transactions of each school year separate and distinct.

The Election for State Superintendent, which will take place October 18th, is exciting, as it ought to do, great interest, and developing (as it ought not to do) some of the bad elements of poor human nature. Our personal relation to the subject will not prevent us from saying just this: That we hope the *teachers* of the State will maintain such a temper and attitude during the discussion and campaign, that when the next Superintendent is installed, on the first of December, they may be prepared to render him (whoever he may be) the same generous and hearty co-operation they have accorded to the present incumbent. Only this, and nothing more.

Dedication of the Hayes Valley Grammar School.—The growing wants of the San Francisco public schools tax to the utmost the resources and energy of the Board of Education. The new Grammar School building for Hayes Valley was formally dedicated on September 1st. The interest of the occasion filled the spacious hall, and the exercises, conducted mostly by the pupils of the school, were enjoyed highly by the large audience. The declamations and recitations were good—some notably so—exhibiting on the part of the boys and girls unusual self-command and individuality, as distinguished from the parrot-like and monotonous style so common. A reading by Mrs. F. M. Pugh, one of the teachers of

the school, was well done; the rendering exhibiting a *soul* in the reader, without "overstepping the modesty of nature." President Burnett presided, and, in response to Director Wangenheim, who presented the keys of the building in token of its acceptance, made a few remarks characterized by his usual good sense and good taste. State Superintendent Fitzgerald responded to a call, in some congratulatory remarks. This new temple of learning makes another step forward in the southern part of San Francisco, and under the management of its efficient Principal, Mr. E. D. Humphrey, will keep pace with the best of our Grammar schools. The architects of the San Francisco School Department, Messrs. Raun and Taylor, have shown sound judgment and professional ability in the construction of this building.

SHOTWELL STREET GRAMMAR SCHOOL.—Absence from San Francisco at the time prevented us from noticing the opening of the new Shotwell Street Grammar School building. A very brief visit, a few days ago, showed us a commodious and well arranged school house, a *live* Principal, Mr. White, hard at work, and an orderly and animated school in successful operation.

PROF. WOOLSON, of the Boston High School, has paid us a visit—all too short, every one will say who was so fortunate as to meet this scholarly, modest, yet enthusiastic and highly social representative of "The Hub." He left us with an appetite for more of him. While visiting the San Francisco Boys' High School with the State Superintendent, he paid us the compliment of saying that in some respects we were ahead of Boston in our school ideas and methods. If anything could make us vain, this would. Prof. Woolson was accompanied by Mrs. Woolson, whose correspondence is a marked feature of the *Boston Journal*. Doubtless we shall be favored with some sketches of California and Californians from her pen. If so, our readers may expect to have the pleasure of reading them.

THE STATE TEACHERS' INSTITUTE convenes in this city on Tuesday, November 7th. It is the *duty* of every teacher in the State to come if possible—it is the *duty* of all Boards of Trustees to encourage the attendance of teachers, and to continue their salaries during Institute week. The law requires that the State Institute shall be called by the State Superintendent, and what does a State Institute mean but a convention of the teachers of the whole State? The last was the best. Come from the mountains, come from the valleys, come from the towns, come from the country, and let's have a gathering of educators and the friends of education that will give another impulse to the cause.

MILITARY DRILL IN SCHOOLS.—Military drill is rapidly becoming a fashion in our boys' schools—and it is a fashion to be commended. It promotes discipline and health. The boys like it. The State may reap a special advantage from it hereafter—the "golden age" of universal peace has not yet come. Forward, march!

THE UNIVERSITY OF CALIFORNIA has opened for the Fall term very favorably. There is an increase in the number of students. The machinery of the institution is working smoothly and well, and if liberal views and good management continue, we may expect uninterrupted prosperity.

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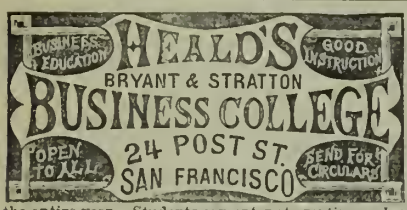

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Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

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Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
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REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

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First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

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March 25th, 1871.

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THE

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NOVEMBER, 1871.

Vol. IX. SAN FRANCISCO. *No. 5.*

A CLIMATIC EDUCATIONAL PROBLEM.

BY H. C. KINNE.

THE effect in coming generations of the peculiar climate of California upon the constitution of the Anglo-Saxon race is a question of the deepest interest to all who have at heart the welfare of this occidental portion of the republic. That race, it is hardly necessary to say, here encounters physical conditions such as it has never met with in any portion of its previous career. Hitherto this vigorous offshoot of Teutonic stock has dwelt only in regions of frost. For ten centuries past the Saxons have carried, not followed, the star of empire westward; but over all the vast area which they have heretofore grasped with rude hand—the Winter King holds annual court, and it is only when the broad expanse of the Pacific presents a final barrier to their farther progress that they find themselves in a land where the icy sceptre of that ancient monarch is no longer wielded with potent sway.

The influence which this new life is to exert is as yet mainly a matter of speculation, for the experiment is with us a comparatively untried one. There have been, it is true, for a long period a few of our people within the "sun-kissed" portions of the earth. In Eastern and Western India, on the banks of the Ganges and among the Antillean isles, a handful of Anglo-Saxon adventurers has been stationed for nearly two hundred years. But they have been adventurers merely. Their numbers have been kept good by constant accessions from the Northern hive, and they have maintained their existence only by exercising

dominion over the natives of the tropics, either through the patriarchal institution or the not less rigorous yoke of commercial bondage.

Not so with the Saxons who landed on the eastern face of the North American continent. These latter brought with them their wives and their children and hewed out homes for themselves and their posterity forever. They brushed aside the aborigines, and with their own strong arms leveled the forests, reared their dwellings and subdued the soil. And their descendants have ever pursued a similar course. Whether slowly gathering on the Atlantic slope, or sweeping over the matchless valley of the Upper Mississippi with unparallelled strides, or pouring through mountain passes to the shores of this South Sea where the heavens are filled with perpetual summer, they have ever been accompanied by their flocks and herds, their household goods and their household gods. They have therefore come here to stay. Here, as for three thousand miles eastward, they have dispossessed and exterminated the natives; and for all coming time, on the banks of the Sacramento and the Willamette, as on the Ohio and the Thames, naught will be heard but the accents of the Anglo-Saxon tongue.

But how is this restless people whose westward tendencies have at last been checked—to whom the surges of the Pacific are ever echoing the fiat, "Thus far and no farther shalt thou come"—how is this people to be affected by the climatic conditions of the Golden State? Our auguries are not for the best. We confess an affection for the more sharply defined vicissitudes of the climate beyond the mountains. The sameness and tameness in the action of the elements on the Pacific coast render existence here comparatively insipid. "Variety," saith an old and true adage, "is the spice of life." Man is so constituted as to delight in repeated contrast and endless change. We oscillate unceasingly between the conditions of wakefulness and slumber, of activity and repose, of hunger and satiety; and these ceaseless vibrations are essential to human enjoyment if not to human life. No appetite would be so dainty and capricious as that of the man who should be forever chained to his seat at a loaded table; no sleep so fitful and broken as that of him who should be pinioned to his couch for life. And climatic variations are equally pleasurable and hardly less necessary. Nowhere would life be so blank and dreary as in a land which should present an eternal monotony of climatic phenomena, where thermometer and barometer should never vary, where, year in and year out, each day should so exactly resemble its predecessor as to be indistinguishable therefrom. In such a land the life currents would stag-

nate and humanity would mould. Who would willingly dwell amid an eternal polar winter where the rising sun should never again greet his eyes? Or who, if he could, would live where the blazing orb should forever remain at the zenith, and the shades of evening were unknown? The alternations of day and night, of morn and eve, of cold and heat, of sun and storm, of gale and calm, of sky and cloud are a perpetual stimulas and a perpetual zest to the soul of man. And in no less degree do the alternations of summer and winter contribute to human happiness. Who of us does not remember the glorious winter nights of boyhood, when highways and byways resounded with the music of the bells, when genuine skates and swift-gliding sleds were brought into requisition, when the stars looked down in peerless brilliance and the Aurora reached forth from its arctic home and crowned the "cauld, blue North" with its wondrous sheen? And who does not remember the soft evenings of summer, when the air was laden with fragrance from flower and shrub, when we leaned on a mother's knee and watched the fire-flies circling over the meadow, or the faint flashes of lightning in the far-off Southern horizon? What a gorgeous and ever shifting panorama does nature exhibit to the dweller in our fatherland! Without leaving the bounds of his homestead he annually visits all zones, all lands and all climes; or rather all lands and all climes pass before him in endless review. At one moment Greenland in her garniture of eternal frost sweeps past his doorway with resistless tread, building miniature glaciers around every bubbling fountain, and swathing the land in robes ample as the ocean and whiter than her own arctic furs. Anon the scene changes, and the balmy breath of the tropics steals over the landscape, clothing hill-side and valley with a Brazilian luxuriance of living green. Who does not see that these vivid contrasts are a source of perennial pleasure, and who does not see that it is from the absence of these contrasts that California life is voted less enjoyable by a large majority of the dwellers in this occidental Ultima Thule?

And these vicissitudes quicken the animal spirits, and lend a marvelous energy to human nerve and human muscle. Nowhere else does mankind attain to such manhood or exhibit such manliness. And Nature, too, through all her broad domain, feels the same potent stimulus. With what giant might does she awaken in spring-time from her winter slumber and gird herself like a strong man to run a race! What superabundant life teems in her every vein and artery! The morning sun laughs as he floods the waiting earth with his welcome rays. The

returning troops of winged musicians hold glad concert in every tree-top, and pour forth their souls in a grateful chorus such as never greets the ear of the languid and pulseless inhabitant of milder climes. The smiling fields are decked in emerald vestments that vie in brilliance with the unfading azure of the heavenly arch. And the heart of man beats in unison with the forces that move the external world. How joyous does the husbandman drive his team afield, and dedicate the first-born furrow of the new year to the hope of an abundant harvest.

And again, the premonitory gales of autumn as they whistle around his dwelling, spur him on to redoubled effort to prepare for the visitation of the fierce legions that are soon to pour forth in conquering march from hyperborean realms. The frowns of coming winter no less than the charms of opening spring compel an unwonted activity and develop a preternatural energy. And when the labors of the season are over, when the farmer finds himself blessed in his basket and his store, when his barns are filled with sustenance for his well-housed flocks, when his granaries are overflowing with corn and his cellars stocked with fruits, then can he and his gather around the blazing fire of a winter's night with a sense of substantial comfort such as natives of torrid lands may never know. Then can the action of the elements be defied, and the beating of the storm upon the windows only serves to intensify the happiness of the home within. *Home!* What a depth of meaning in that Saxon word! And no wonder that it has no equivalent in the languages of the South.

But we pass on to a consideration of the effect of climate upon educational institutions, which is the aspect of the question peculiarly appropriate to these pages. Like other prolix sermonizers we conclude with an application. The winter season of northern latitudes seems to be specially set apart by nature for the instruction of the hardy youth whose summers are passed in the tillage of the soil. When the last of the corn is husked and the last of the roots are housed, and while the landscape is yet tinged with the lingering hues of Indian summer, the vigorous lads who have successfully faced the season's work abandon the implements of labor and gather at the accustomed rendezvous for their annual campaign in the cause of science. And the same energy that characterizes the race in its industrial vocations is evinced by these young soldiers in their new calling. They push forward with regularity, precision and force. There are no stragglers on their line of march, for Boreas has placed an injunction on agricultural operations, and there is nothing to divide or distract their attention. Out-of-door work

is of necessity suspended, and the farmer's boys are driven to the school-room by stress of nature's laws. Here, then, in these rural homes is to be found the true type of modern society—the type to which our reformers must ever recur if they would build aught but visionary fabrics. Here the unnatural conflict between labor and capital is unknown. Here the difficult problem how to reconcile labor with science has for ages received a practical solution, for Nature steps in and by dividing the year between them compels them to go hand in hand. And the blessings which flow from this provision of Nature are clearly apparent. We call attention to the all-important fact that nowhere in christendom has there hitherto been any effective system of popular education and nowhere is there any widely-diffused popular intelligence except in lands where winter reigns for half the year. Other climes may abound in facilities for the instruction of the children of wealth, but the kind hand of our universal mother throws open the portals of the temple of knowledge to the toiling masses only in the regions where the north star sits enthroned midway between the horizon and zenith.

And right over against this we call attention to that other fact, the alarming fact if we may so term it, that here in California we have no such natural provision for public instruction. Nature here has set apart no particular portion of the year for attendance upon school. On the contrary, our California "winter" is the season when "school don't keep." Our California school-houses stand grim and deserted amid an ocean of mud at the time when those beyond the mountains are thronged with troops of happy children who flock along the frozen highways with cheeks ruddy from contact with the keen air. And a lull in the rainy season does not better the matter. The instant the storms abate the plough is set in motion. Our agricultural operations here extend throughout the year, and the boy who is large enough to be of any service on the farm is liable to be taken from the school-room at any moment. He is wanted in the ploughing season, in the sowing season, in the harvesting season and the threshing season, to say nothing of extra seasons. His attendance upon school is consequently extremely irregular, greatly to his own detriment and to the detriment of the school as a whole. No teacher can succeed in inspiring a pupil with a zeal in the prosecution of his studies unless he has that pupil subjected constantly and regularly to his influence; and where a boy's attendance is so spasmodic, where he is repeatedly absent for periods of three or four weeks at a time, he is proof against any influence which the best of teachers may exert. Such a boy necessarily loses his stand-

ing in his class, and what is worse, he loses his interest in his studies and becomes listless and indifferent to a degree that renders all the efforts of his teacher in his behalf utterly futile. Such a boy feels himself out of his element in the school-room. He forms no part of the teacher's flock. He is worse than a fifth wheel to a coach. He resembles rather an extra piece of gearing dropped at random amid the fine mechanism which every smoothly running school presents. Of course the benefits he derives from his schooling under such circumstances are infinitesimal in amount and value. It would be better for him to abandon school entirely when he first puts his hand to the plough, rather than linger along in this fitful manner and die, in an educational sense, by inches.

We do not exaggerate this besetting evil of our California schools. It will readily be seen that a school composed only in part of pupils of the stamp aforementioned must of necessity be a badly demoralized and shattered institution. Teachers universally testify that this evil constitutes the great drawback that prevents them from bringing their schools up to that standard of excellence which their experience in other lands has taught them to regard as attainable. Teachers in all parts of the State are loud in their complaints and are anxiously inquiring for a remedy. That remedy it is not our province to suggest. Our object now is simply to call attention to the existence of the disease. Time, experience, and patient investigation may be required in order to discover the true antidote. Whether the years of attendance upon our public schools are to be reduced in number, whether our course of study is to be abbreviated and the education we bestow upon our youth diminished in quantity or quality, or whether there shall yet be established in each county a public seminary to which farmers' sons shall be required to resort for a portion of the year and where they may be free from the interruptions of farm duties—are questions for the solution of which we must look to the future.

And a solution will ultimately be demanded. A solution will ultimately be demanded unless we are willing to confess that it is impossible for us to compete with the people of other climes in the grand march of popular education. Such a confession, it may be presumed, we are not yet prepared to make. Californians will be loth to acknowledge that these mountains and valleys are in coming generations to be occupied by a race who will rank lower in the scale of intelligence, and consequently in the scale of civilization, than their brethren in other portions of the republic. But if we would avoid this re-

sult we must bestir ourselves. Nature here seems to war against us, and nature is an antagonist with whom it is generally supposed to be up-hill work to contend. Our leading educators, we fear, have not yet sufficiently directed their attention to this matter, but it is a matter that needs to be carefully probed and fathomed before our California school system can be made to approximate toward perfection.

We close with a concise statement or rather re-statement of the "climatic educational problem," under which portentous heading we commenced this article. How can we make amends for the natural lack in this State of a season peculiarly appropriate to public instruction? Or in other words, what steps shall be taken to effect the proper acclimation in California of that child of the frost, the New England system of common schools?

THE TEACHER'S PROFESSION.

If there is a profession embracing above all others a large amount of responsibility, and which demands, aside from undoubted capability, character, kindness, patience, vigilance, self-respect, good manners and peculiar adaptableness and fitness, it is that of teaching. All trades and professions are holding forth inducements to those following them; they bring either honor or profit or both. But what is the recompense, the compensation a teacher has to expect after long hours of faithful labor, during which he has not only taught dilligently, but has divested himself, so to speak, of his own individuality, in order to adapt his mind and knowledge to the intellect and the comprehension of the pupils confided to his care? Is not his reward in most cases ingratitude and abuse? Is he not always wrong, always blamed by some if not by all; and however pure, are not his motives impugned? Is he not watched with persistent scrutiny? Are not his actions, his sayings, nay, his very opinions as a private citizen, political or religious, brought against him by people who would admit of contradiction from almost any other class of citizens as a matter of course? A merchant, lawyer, mechanic or physician may do or think as he pleases, express whatever opinions he chooses, and customers, clients and patients will not think the less of him for it. But let a teacher feel that he also is endowed with that manly spirit of mental independence, which is one of the dearest and noblest characteristics of the American people, and he is immediately reminded, indirectly if not directly, that school teachers are paid to im-

part all they know during school hours, and to know absolutely nothing outside the school-room.

Let us see if true, where this theory would lead us and what kind of scholars would teachers produce, reduced to such a vegetative existence. In such a case a good memory would be the only necessary requisite, with a given number of text-books. With these the teacher will be able to develop the memory of his pupils, and after having caused these text-books to be stereotyped on their brains, he will have accomplished his mission. Is this the end and purpose of teaching? Nay, verily. True teaching implies higher and nobler aims. It is a priesthood. It is a sacred trust for which the teacher, however limited his responsibility and influence, is accountable not only to parents individually, and to society in general, but also to a higher Judge, who alone can scrutinize teachers' consciences, as well as the consciences of other people, and who alone knows the true incentive of their actions.

No one will deny that it is among the young and tender, that impressions are easily received, such as we may wish to give, and you would demand nothing from teachers, outside of a certain amount of knowledge. Poetry, the love of the beautiful, talent, enthusiasm, morality, all these are ignored or die under the mere mechanical developement of the memory. If we wish to circumscribe the knowledge, duties, influence and aspirations of teachers into the narrow limits of mechanical labor, and kill in them as well as in our children every spark of individuality, originality and genius, we ought certainly in order to be consistent, advertise for Egyptian mummies, but not for *men* or *women*.

I have said that teaching was a priesthood. If the duties of faithful ministers are to bring sinners to repentance, and through repentance to salvation, is it not the duty of faithful educators to teach young minds to avoid evil, and by pointing out to them the numerous breakers ahead, to induce them to cling to what is good, noble and true? What does community look for in ministers? Good character, conscientiousness in the performance of duty, and talent. All these are also required of teachers. But wherever these qualities are found, is a heart responsive to all that is manly, a heart feeling deeply its own dignity and incapable of hypocritical semblances. Men of that description are individualities, and will not, cannot be interfered with in anything pertaining to their privileges as men. If a teacher then performs faithfully, ably and satisfactorily the duties of his position, if in and out of school his conduct is irreproachable, I deny most emphatically to any one the right to criticise his occupations, his pleasures or his tasks. T. H. R.

[For the TEACHER.]

THE TEACHER'S WISH.

BY VITAL E. BANGS.

The teacher mused, while children ran
In glee before his door,
Each flitting face he sought to scan,
The future to explore.

He saw sweet innocence and grace,
Virtue, not over-firm,
Depicted in the childish face,
Of vice, its early germ.

Who, of this thoughtless happy throng,
The aching heart will ease?
Who follow in the path of wrong
And banish inner peace?

Who lift the veil of the unknown
In science or in art?
Who destin'd for the money-throne?
Who for the menial part?—

Were questions that he pondered well
But could not well decide,
For who can all the calms foretell,
Or fury of the tide

Upon the smooth but treach'rous sea
That bears the human soul
To sad or joyful destiny
Ere yet the final goal?

Each word or look in kindness meant
Would picture in array
The future days in virtue spent,
As dawn, the glorious day.

And in the word or evil look
That showed incipient scorn,
He felt a gale that none can brook,
Born of the breeze of morn.

Oh! then he prayed that he might be
A power to control—
A power, on perdition's sea,
To lift the sinking soul.

"KNOWLEDGE IS POWER."

(An Essay read at the meeting of the Teachers' Association of Stanislaus County, by T. J. BLAKE.)

MANY learned treatises have been written and many eloquent addresses have been delivered on the subject of Education; the greatest philosophers and the most acute logicians of all ages have discussed this topic, in all its various phases, until one might imagine that nothing further could be said relating to it, and yet we must acknowledge that up to the present time, this problem is still unsolved, and the *true* system of training the minds of the young is still undiscovered.

For what purpose are children sent to school? Is it not to enable them to fight bravely the battle of life, and to fulfill the various duties of this mundane existence with honor to themselves and satisfaction to their parents and relatives? And yet, instead of earnestly endeavoring to foster and develop that spark of divine intelligence which at the moment of his birth each human being receives from the Almighty Creator of the Universe; instead of assiduously fanning the dormant fires of intellect in the minds of children, the great majority of instructors, slaves to a system which has nothing but its antiquity to recommend it, strive to force upon the minds of the young an overwhelming mass of mere technical knowledge, and a heterogeneous jumble of what are called the *essential* sciences; and if by some strange accident, some one of a more enlightened mind should strive to substitute common sense for established routine, it is very probable that such a teacher would be universally scoffed at as an empiric and a charlatan!

A celebrated English philosopher has said: "When we leave school our education commences;" and such is too frequently the case. In vain have Sydney Herbert, and Pestalozzi, Bell, Lancaster, and Horace Mann, striven to stem the tide of long-established custom; in vain has Pastor Oberlin of "The Ban de la Roche," sacrificed all his worldly prospects and devoted the entire term of his blameless life to the same purpose. The good old "parrot system" still flourishes, and will continue to flourish until that time shall arrive when mankind, with one accord, shall acknowledge that "Knowledge is power," and that *teachers* are the persons who in reality render nations great and prosperous, by enabling the rising generation to appreciate and render homage to all that is good and noble in human nature.

When will that time come? Perhaps, never. Still, fettered as we

teachers are by traditional routine, and cramped in all our efforts by infallible text-books, if even in one isolated spot we can expand the human sympathies and develop the mental faculties of the young, we will have accomplished a mighty and a noble work.

The wiseacres of this generation say: "Oh, we were taught none of these new-fangled sciences, and yet see how much *we* know!" They seem to imagine that teaching is a sort of trade or profession which any one with the usual modicum of brains can adopt and be successful in, and that any one with a smattering of certain standard branches of science, and a *certificate*, is in every respect fully competent to instruct children. Is this in reality the case? I say "No!" Boys and girls are but men and women—certainly, in embryo as yet—but still possessing within them all the attributes of a more mature age. Can such elements be governed and disciplined by a mere teaching machine? Ah, no; they will render ready and unquestioning obedience to one only, in whom they recognize an intelligence more cultivated and a *will* more determined than their own. And if, in addition to these *essential* qualifications, the teacher possesses that rare attribute, a large and loving heart; if their instructor be one who can sympathise with their childish sorrows and participate in their childish sports, the paths of knowledge are stripped of thorns, and their infant minds, guided by a master hand, will soar high into the realms of literature and science. Then they will become, if not great, at least good, citizens, ornaments of their country and benefactors of their fellow-men. Yes, children are no mere automata; no soulless machines, to be driven on and on, in a never-varying circle of tiresome, technical routine; but living, breathing, thinking, human beings, bearing in their outward forms the stamp of their Omnipotent Creator's handiwork, and carrying within their bosoms a portion of His divine intelligence.

Yes, every country schoolhouse contains within its narrow limits a world in miniature; true, its occupants are but children, yet as years roll on what will they become? See them as they pursue their studies; mark the various expressions of their countenances; note well every action of theirs; for as the *child* is, so will be the *adult*. Bright and unsullied is the mind in childhood; plastic and soft to receive the impression stamped on it when young; soft, to receive, but hard as tempered steel to retain them when once imprinted. Then woe be to that person who, through ignorance or carelessness, shall sully that bright page; and all honor to that TRUE teacher, who nobly exerts every faculty which he possesses, in training up the young in the path

they should go. Such a teacher, with the intellect of a perfect man, and a tender, child-like heart, exercises a magnetic influence over his pupils; they imbibe a portion of that mysterious electric power. His mind, *his very being*, is incorporated with theirs; and as they increase in stature, "like the tall cedars of Lebanon," so do their intellectual faculties expand; and, like trained athletes, they enter the arena of life, worthy champions of *the right*.

And here I would devote a short time to the consideration of a subject which, of late, has been frequently discussed in meetings of this sort. There are some rigid moralists, who believe so firmly in the *innate* depravity of human nature, that they are quite shocked at the very idea of boys and girls associating freely with each other, either in the school-room or the play-ground. Now, I think that such high-toned Puritanical notions are quite uncalled for, especially in the country districts of *this State*. For what purpose are children sent to school? Is it not to improve them in every respect? And what can be more beneficial to them than habitual intercourse with those of an opposite sex? It has often been remarked that boys who have been brought up with a number of sisters, or other female relatives, are distinguished through life for the elegance of their demeanor and the propriety of their conduct. This is but natural; destined by an Omniscient Creator to pass their lives together, the sexes are constituted so as to strengthen and improve each other. Men are formed by nature strong in body and frequently overbearing in disposition; women are comparatively feeble in person and yielding in temperament. The sexes act for their mutual benefit. How often have we seen the rudest men hush their profane language and ribald jests when a pure and modest woman entered their company; and in like manner, (rumor says) that when a number of females meet together their sole topics of conversation are the latest fashions or the affairs of their neighbors; but let a sensible man make his appearance among them, and at once their innate desires for admiration are awakened, and, as if by magic, they become once more reasonable beings. So, I say, let boys and girls mix freely with each other, for sooner or later they are destined to meet, and this prohibition of intercourse when young will only give occasion for clandestine interviews and correspondence.

We are Californians; the same restless activity, the same adventurous spirit which led Balboa to the Peak of Darien whence he looked down on the wide Pacific; which urged on into the then unknown wilderness, Daniel Boone and our other frontiersmen; that same wandering and

daring element which has led the tide of emigration ever onward toward the setting sun—has peopled the State, and (since blood will tell) it is but reasonable to suppose that "Young California" will by its precocity and restless energy give evidence of the untameable spirits of its sires.

It is to the young, especially, that I now address myself. The time has been when California acknowledged the nobility of labor; the *conventional* gentleman was then unknown—the rough miners had strong hands and open hearts, yet truer gentlemen never lived than some of those grey-shirted 'forty-niners. A gentleman is not one who is clad in broadcloth and fine linen, who sports massive jewellry and uses high-sounding words in common conversation. Neither is a lady one who is decked out in silks and satins and seeks to dazzle all beholders with affected airs and graces. No, true gentlemen and true ladies are those *only* who discharge their duties honorably and faithfully in whatever positions of life they may be placed; who reverence the aged, whether rich or poor; who scorn a mean or dishonest action; who are never ashamed of being engaged in any useful employment and who never are afraid to recognize an old friend, no matter how humble may be his station.

> "The rank is but the guinea stamp,
> The man's the gold for a' that."—*Burns.*

And now I will trespass no longer on your time and attention, but in conclusion, I would impress on all those present that without religion, *true* science cannot exist. Nature is the one great teacher of us all, and God is Nature. The human mind can never hope to master all *her* mysteries. We may ascend far up into the realms of knowledge; we may overtop the mists and fogs of human prejudice and ignorance and as we direct our gaze downwards, we may for an instant imagine that the whole world of science is at our feet, but as we turn our glances upward, we can see the heights of knowledge (unattainable by mortal intellect) stretching far up into the blue empyrean. To *that* summit *human* intelligence can never reach, and like the great Newton, we must humbly confess "that we have been like children sporting on the beach; we have gathered a few bright-colored shells and particles of sea weed; but the grand depths of ocean lie still before us, unfathomed and unfathomable."

Still let us, each and every one, press onward and upward, and when "wearied with the march of life," we prepare to leave *this* world for another and a better one, let us calmly await our destined fate,

supported by the proud consciousness that we have not misused the talents entrusted to us by our Almighty Father; but that we have exerted ourselves to the utmost extent of our feeble powers for the advancement of science and the benefit of our fellow-men. Then, with his dying breath, each one of us may pray to have engraven on his tombstone—

"Lord, keep my memory ever green!"

CITY AND COUNTRY SCHOOLS.

EDITORS TEACHER:—I wish to see the following in the TEACHER, not for any merit it may contain, but to see by whom it will be noticed—if noticed at all. But whether it may be received by the public with favor or not, I think there are some truths in it.

The matter of which I wish to speak, or rather, the view I take of it, is an unpopular one. Yet it is plain dealing, with unpopular subjects, that causes investigation and improvement. It has been the common belief, or impression, in country places, that an education *cannot* be obtained outside of a city—that teachers who are not "professors," or who do not carry with them high sounding titles, and grand diplomas, are incapable of instructing children with any degree of success. Hence we frequently find parents either so prejudiced against country schools, or so ignorant of city schools, or perhaps both, as to send their little prodigies (?) to the city to be taught their letters at great expense and inconvenience. This, of course, is *their* business. But the reasons they give for their conduct are quite amusing to a person of any experience or observation. "The course of instruction is so much more extensive, the discipline is so much more thorough and systematic, the instruction is so much more solid and practical in the city than in the country that one year's schooling in the city is worth five years' in the country."

Poor simpletons! They judge of education according to the size of the buildings, or the number of streets in a place, forgetting, or entirely ignorant of, the fact that our greatest men and women, *for ages past*, were born, brought up and educated in the country. They estimate the progress and cultivation of intellect by the jingle of money, the noise, bustle and confusion of city life, or by the rattle and clatter of cars, cabs and carriages. They do not appear to consider that in city schools the numbers are so great that it is an impossibility to give the scholars the same attention that can be bestowed upon them in the

country; they do not appear to *know* that the teachers in the country (as a general thing) are far superior to those of the city; they never think of the fact that country teachers who could not succeed at all in the country go to the city and become professors, principals, sub-masters, etc., and retain their positions for years with large salaries. But, if possible, *make* them know these things—and yet they will deceive themselves so far as to deprive their children of a good, solid, practical education for the gauze and glitter of a city polish.

Now as evidences in favor of country schools, let any father answer these questions *from the facts:* Who are the leading, the commanding spirits in every department of business in San Francisco? Who are our wheat, wool, tobacco and whisky kings? Who are the managers of our revenues? Who are our successful bankers, brokers and wholesale merchants? Who are the *Generals* at our legal bar? Who are the managers of primaries and conventions, and the directors of politics? Are they your smart city taught boys? By no means. Why is it that when a countryman goes to the city to embark in any kind of business or profession he almost universally prospers and becomes wealthy? Because his early training has been *right.* His education has been *solid, practical, useful.* The drill, the discipline, the polish, the style, the agony of the city boy, that he has spent years in acquiring, must be laid aside when he becomes a man, as useless trash—it is no stock in trade.

Now take the city-taught girl in contrast with one educated in the country. To be sure, while they are *girls*, or young women, or at that age when they are most sought after as pleasant company, *then* the city girl is far the more attractive. She is lively, sprightly, talkative, graceful and very pleasing in a thousand ways. She has learned to dress and *ad*dress. She has learned at an early age to appear perfectly at home and to make others feel so. But this is only for the chit-chat of passing acquaintance and company. When mature years and a more responsible position in society demand more *womanly* dignity, grace and sense, she falls far short of a satisfactory standard in comparison with a girl brought up and educated in the country. She has been educated in the city for show—and the few pieces she performs upon the piano are by rote, although she wisely looks at the notes and turns the pages of her music with a very harmonious precision. Yet these few pieces, and the songs she has learned at the theatres, constitute her entire "graduated" knowledge of music. Her specimens of drawing and penmanship "by her own hand" (executed by her teacher) bespeak her mistress of the arts.

Now this is no overdrawn picture of a countryman's fancy. It is in accordance with all science, experience and statistics. It is what may be observed by any unprejudiced man or woman by a week's inspection and comparison of city and country schools—not upon examination days, when every thing is prepared for the parent's ear and eye and for a grand report in the public press—but when they are at their regular *work*, not expecting visitors, and rather opposed to them.

ZALEUCUS.

SONORA, Sept. 28th, 1871.

SANTA BARBARA COUNTY TEACHERS' INSTITUTE.

The Institute was held at San Buena Ventura September 27th, 28th, and 29th. There were some twenty-five members enrolled, twenty of them being teachers. Superintendent Hamer was present as deeply interested in us and ours, as ever. Methods of teaching Reading, Writing, Spelling, History, Arithmetic, Grammar, Composition and Geography, alternating with the discussion of the following questions constituted the principal part of the three days' work. The questions, with the action taken were: "Shall the self-reporting system be adopted?" The teacher is, as a rule, the best judge of both scholarship and deportment. "Shall we have a Roll of Honor in school, and if so, what shall be the standard?" The first part left optional with the teacher, but where it was used, sixteen of the teachers agreed to make both scholarship and deportment the basis of the same; that the *standard* should be 75 per cent. of credits offered. For action on the following, see resolutions: "Shall we have a ten months' school?" "Shall we have compulsory attendance, and if so, what shall be the minimum and maximum ages between which children shall be required to attend?" "On what basis shall the school moneys be apportioned?" "Should be a State corps of Institute teachers?" "Should the teacher's pay be according to the work performed, without regard to sex?" "How shall morality be taught in school?" To be very brief, by *example* and *precept*. "Should teachers receive pay for days they do not work?" Laid upon the table. On the question of monthly reports to parents, see resolutions.

RESOLUTIONS.

WHEREAS, In Teachers' Institutes, properly conducted, we recognize the most effective means, outside of a regular Normal School training, for the elevation of the standard of the teacher's profession, therefore,

Resolved, That in order to render Teachers' Institutes more efficient, it is the sense of this body that a corps of competent Institute instructors should be provided by the State.

Resolved, That a free school should be maintained in each school district where there are twenty-five children of school age, for a period of ten months in each year.

Resolved, That the highest interests of our State and Nation demand that compulsory attendance at some school should be required of all children of sound mind and proper physical ability, between the ages of eight and fourteen years, for a period of four months consecutively, during each school year, provided such children reside within a reasonable distance of a free school.

Resolved, That all school moneys should be apportioned on the basis of the average attendance at school in each school district, as reported, under oath, by the teachers, to the County Superintendent.

Resolved, That teacher's pay should be according to the labor performed, without regard to sex.

Resolved, That we recommend the exclusion from the CALIFORNIA TEACHER of long reports of County Institutes, and that the space be occupied by original articles.

Resolved, That the sense of this Institute is in favor of monthly reports to parents, and that the County Superintendent be requested to recommend District Boards to furnish teachers with suitable blanks for that purpose.

Resolved, That this Institute recommend the organization of local monthly teachers' meetings for the purpose of mutual improvement.

The discussions were in the main animated and interesting, all, or nearly all, participating. The one thing lacking was that "corps of Institute instructors," that we might have learned, "*How to teach.*" The evening meetings were well attended, the exercises consisting of addresses, essays, select readings and music. As a whole the Institute was undoubtedly a success.

W. C. MERRITT, Jr., Secretary.

PLAIN HINTS TO YOUNG TEACHERS.

The importance of using every means of self-improvement within his power, cannot be urged too strongly upon the teacher. He can engage in no department of instruction, from the lowest grade of the primary school to the highest position within the power of the college, where there can be no excuse from this duty. I labored under many misapprehensions and received numerous wrong impressions in regard to this very subject, and hence I desire to present a few points drawn from my own experience.

Said a teacher to me, as I went forth to take charge of my first school in a little country village, "If you study at all, don't let any of your pupils or any of the people in the district know anything about it, as it will diminish your power and ruin your influence." Being a mere youth, and the remark coming from one who had taught a number of schools, I am free to acknowledge that it caused a shade of sadness to come over my heart, for I had laid many plans for improvement, and had made up my mind that I would study every branch that it should

be necessary for me to teach, even if I felt familiar with it, in order that I might teach every day a little better than the day before. I was determined to study and not to abandon my books, even if I should not succeed as a teacher, therefore I undertook to carry out my designs privately, but in the course of a few evenings my privacy was suddenly broken in upon by quite a large number of my older pupils, who had come to give me a little surprise party; and, lo! they had caught me in the midst of a huge pile of school books, many such as we were using in our school, and some of them spread open upon the table before me. My heart beat hard and fast as I noticed the eyes of some of the larger ones, and especially the girls, glance at the books. Nothing was said, however, upon the subject, and soon I had cleared away the books and joined the merry party. My anxieties were great as to the result; but let me frankly confess that I have every reason to feel that from that time forward I had greater power and more true influence over my pupils.

There is a great danger of teachers falling into the ruts and worn paths that lead simply round and round. To prevent this, and to insure his own growth of mind and advancement in his profession, several things are necessary:

First—He should pursue continuously, at least one study outside of those required in his daily work. This will not detract from, but rather increase, his interest in his profession. It will give him larger scope for his thoughts, and increase his usefulness as a teacher. He will increase his own fund of information, and necessarily impart some of it to those with whom he comes in contact in the school room.

Second—He should avail himself of every opportunity of visiting other schools and viewing the work of other teachers, always looking for that which will assist him, and striving to draw from their experience facts and hints to add to his own. At the same time, let him be wise enough to weigh carefully in his own mind everything new, never adopting till he is satisfied that the proposed change will be for the better.

In other professions men come constantly in contact with those superior to themselves, and must make improvement; but the teacher must make an effort to do this, for he will find himself surrounded, generally, by an influence which has a tendency to make him satisfied with what he has already attained, since his work is usually among those inferior to himself in attainments.

Third—Every teacher should have at least one good educational

magazine, for by means of this he can get at the best thoughts of others engaged in the same pursuit, and he can have them spread out before him in such a way that he can give them his careful consideration and criticism. Many teachers will gather more that is useful and instructive in this way, than others by constant intercourse and communion with the writers themselves. It is not within the means of many teachers to travel about among their fellow-laborers, nor have they the time or disposition, if they have the means; but they cannot excuse their lack of knowledge or ignorance of better methods of instructing on any of the above grounds, for our educational magazines are within the reach of all, however poor or remote from the rest of their co-workers.

Fourth—He should visit Teachers' Institutes and Associations, and enter heartily into their operations, identifying himself at once with both these facilities of improvement. He should not attend them simply when convenient, but should make a special effort, and even sacrifice some personal comfort rather than be absent whenever one is held within his field of labor or near enough to demand his presence. Even if a teacher of large experience, he generally receives more than he bestows; and even if he does not feel this to be the case, he has no right to lend his influence (by staying away) to injure the great and glorious cause in which he is engaged. The value and importance of one good, well conducted Teachers' Institute, upon a true, practical, live teacher, cannot be computed by any known rule. To discuss this point alone would require at least one whole article.

Fifth—Every teacher ought to have a teachers' library, made up of those works that bear directly upon the subjects taught by him. As teachers, we are generally very inconsistent upon this subject. We stumble along over the same ground where others have stumbled before us, without making ourselves conversant with the bearings left by our predecessors.

All would look with ridicule upon a lawyer who should set himself up in his office with his "Blackstone," and to see him succeed they would expect him to make himself conversant with that which was new in his practice.

A minister must constantly study and bring himself, through books, in contact with the highest minds, or his parishioners will desire a "change."

A physician must understand the best methods of treating new diseases, and strive to excel, that he may even retain his place among

his brother physicians; and in any other department of life, there must be constant study to insure success. Can the teacher, who holds the position second only to that of the mother, expect to be able to instruct, advise, admonish and correct without using every aid presented to him? Certainly not. He must strive, with the help of all these assistants, to go on and labor to bring forth something even beyond that which has been already developed. A live teacher will use every means to make himself a broader, deeper, and more thorough educator of those placed under his care.—*Connecticut School Journal.*

JOINT INSTITUTE OF CALAVERAS AND AMADOR COUNTIES.

FIRST DAY.

Institute met at the school-house, Mokelumne Hill, on Tuesday, October 3d, 1871, and was called to order at half-past one o'clock, by J. H. Wells, Superintendent of Calaveras. Opened with prayer by Rev. S. G. Briggs, Superintendent of Amador.

On motion, Messrs. Nellis and Kerr were elected Vice Presidents; and A. A. Smith and Miss Ella Kay, Secretaries.

The following names were then enrolled as members of the Institute:

From Calaveras—J. H. Wells, Superintendent; Mrs. Evalena Rust, Mrs. Davis, Miss Ella Sherman, Mrs. Mariah McGilvray, Miss Ellen Lillie, Mrs. Almina Knowlton, Miss Lizzie Megaw, Miss Lizzie Marchant, Rev. N. L. Guthrie, Barlow Dyer, Edwin Knowlton, Sylvanus Warren, R. W. Reeves, John Reddick, Albert A. Smith, Wm. Nellis.

From Amador—Rev. S. G. Briggs, Superintendent; Miss Ella Kay, Miss Eliza Beem, H. W. Ford, A. W. Kerr, A. Norton.

Moved and carried that the Chairman appoint the several Committees for the Institute. The following Committees were then announced:

Order of Business—A. W. Kerr, Barlow Dyer and Mrs. McGilvray. Resolutions—Messrs. H. W. Ford, N. L. Guthrie and E. L. Knowlton. Introduction—Miss Ella Sherman, Miss Eliza Beem, Mr. Nellis. Music—Mrs. Davis, Miss Lillie, Miss Kay, Rev. N. L. Guthrie.

Opening address by Rev. S. G. Briggs, followed by a short address by J. H. Wells. [Recess.]

On the Institute being called to order, Mr. Kerr, of the Committee on Order of Business, reported that the first thing in order would be an address by Rev. N. L. Guthrie, on the "Manner in which he conducts

his School." He was in favor of throwing all the responsibility of learning and reciting lessons upon the scholars. He would have each scholar keep his desk and the floor beneath neat and orderly.

Mr. Warren followed on the same subject. He would have the scholars give the reason why they make use of certain rules or pursue such a course in performing any operation in arithmetic, or reciting any lesson in school.

Mr. Guthrie's method of conducting recitations seemed to have, at least, the merit of *novelty*. He was requested by a member to give it more in detail. Mr. Guthrie responded that he would take, for instance, the history lesson. He would have the scholar at the head of the class commence at the first of the lesson and explain it, as far as desired; then the next continue, and so on through the lesson.

Mr. Ford arose to explain his manner of conducting a school. He would teach as much outside of text-books as possible. For disorderly conduct he would keep in for seventeen minutes at recess, and require them to write a composition on some simple subject.

Moved and seconded that we meet at the Congregational Church, at half-past seven o'clock this evening. Pending the motion, Mr. Kerr reported that the order of business for this evening would be music by Quartette Choir; Essay on "Practical Education," by Rev. N. L. Guthrie, and an Essay entitled: "What is Education, and what should be its practical and moral results?"

The Institute then adjourned.

In the evening the order of exercises reported by the Committee was carried out, and Institute adjourned to meet at the school-house at nine o'clock A.M., October 4th.

SECOND DAY.

Institute opened at nine o'clock, with prayer by Rev. N. L. Guthrie. Reports of first day's proceedings read, corrected and adopted. Essay by Albert A. Smith; subject—"Thoughts on School-Teaching." A well written and well read Essay, entitled "Tastes," was given by Mr. Kerr. The subject was taken up by the Institute and discussed by members generally. Recess.

The subject of Arithmetic was opened by Nellis, with explanations on the black-board, followed by Messrs. Kerr, Warren, Smith and Knowlton. Moved and carried that the same subject be continued for one hour this afternoon. Adjourned.

AFTERNOON SESSION.

Institute called to order by the Chairman, who announced that the first thing in order was the continuation of the subject of Arithmetic, laid over from the morning session. Mr. Warren proceeded to explain *why* we multiply the numerators together in the multiplication of fractions; continued by Messrs. Lillie, Ford, Kerr and Terry.

Mr. J. B. Lillie, Miss Kittie Morey, Miss Jennie Brownlee, Miss Mary Hanlon, Miss Lillie Beal, and the County Superintendent elect, Mr. E. F. Walker, were noted present. Recess.

Discussion on the best method of teaching Grammar, was opened by J. B. Lillie, followed by Messrs. Ford, Warren, Guthrie, Nellis and Kerr.

Programme for evening was announced to be a lecture by A. Norton. Subject—"Mind Culture as Conducive to Health and Longevity." At the evening session the lecture was listened to with attention by a fair audience, the subject being treated in a very able manner. Adjourned.

THIRD DAY.

Institute called to order by the Chairman; Prayer by Rev. S. G. Briggs. Minutes of second day's proceedings read and adopted. Moved and carried, that Mr. C. L. F. Brown and Mr. H. F. Terry be considered honorary members of the Institute. Mr. F. A. Day entered; name placed on the roll.

The subject of Geography was opened by E. Knowlton, and further participated in by Miss Morey and Messrs. Guthrie, Ford, Nellis, Warren, Kerr, and Mrs. McGilvray. Recess.

T. G. Peachey entered and took his seat among the members. The following resolution was read by the Secretary:

Resolved, That it be a regulation of this Institute, that each teacher in attendance give his or her opinion on all questions which pertain to the duties of his or her school.

After a lively discussion the resolution was laid on the table.

Spelling was explained by Mr. Nellis, and continued by Messrs. Dyer, Peachey and Kerr. After considerable discussion, a motion was carried to adjourn the Institute *sine die*, after the lecture by Prof. Carr, in the evening. Adjourned.

AFTERNOON SESSION.

On the Institute being called to order, Superintendent Wells read an interesting and instructive Essay. Subject—"Importance of Common Schools."

The subject of the best method of teaching Mental Arithmetic was opened by T. G. Peachey, and subject continued by A. W. Kerr, Miss Morey, Knowlton, Guthrie and Dyer. Mr. Guthrie asked for the best method of dismissing scholars at recess. The question was answered by a number of teachers; after which Mr. Kerr gave a class exercise in calisthenics.

The Committee on Resolutions submitted the following, which were unanimously adopted:

Resolved, That we recognize in Teachers' Institutes an efficient means of acquiring a knowledge of the best methods of teaching.

Resolved, That the adoption of a uniform series of text-books meets the approbation of this Institute!

Resolved, That the thanks of this Institute are hereby tendered those ladies and gentlemen who have favored the Institute with vocal and instrumental music.

Resolved, That the efforts of Superintendents Briggs and Wells, to make our exercises profitable and practicable, are appreciated by this Institute.

Resolved, That our thanks are due to those who have favored this Institute with entertaining and instructive essays.

Resolved, That we recommend that our next Joint Institute be held at Jackson, Amador County, and commence on the first Tuesday in November, 1872.

Resolved, That we favor legislation which will give each teacher a week to visit the schools of his county, that he may become more fully acquainted with the theory and practice of teaching.

Resolved, That it is the opinion of this Institute that teachers should favor the passage of a law which shall necessitate ten months school in each district, every year.

Resolved, That the interests of the public schools require that the County Superintendent should be a *practical teacher, thoroughly acquainted with the details of school work*, and that in each of the counties of Amador and Calaveras, he should receive a salary sufficient to enable him to give his whole time and attention to the duties of his office.

Adjourned to meet at the church in the evening to listen to an Essay by T. G. Peachey, entitled "Teaching, a High Calling," and Lecture by Prof. E. S. Carr.

EVENING SESSION.

Mr. Peachey read his Essay in a very entertaining manner. Prof. Carr gave his lecture in his usually interesting style, and it was received with evident satisfaction. After a vote of thanks was tendered Prof. Carr, and also one to Mr. Peachey, the Institute adjourned *sine die*.

A. A. Smith, }
Ella Kay, } Secretaries.

Uniformity of Text Books.—A resolution endorsing uniformity of text books was passed unanimously by the Joint Teachers' Institute for Calaveras and Amador Counties, the proceedings of which are published in this number of our journal. We presume no one opposes uniformity of text books in California, except a few who have a selfish motive for so doing. *They* need not oppose. This is one of the reforms that will stand.

BOARDING ROUND.

BY S. S. BOYNTON.

"Daye after daye, for little paye,
He teacheth what he can,
And bears ye yoke to please ye folke,
And ye committee man."

One bright sunny morning, in early June, I saddled my mustang and started over the mountains to take charge of a school. A journey of forty miles lay before me, so I was up and off by sunrise. A shower had fallen the night before, and it seemed as if nature had donned her fairest robes for this especial occasion—so bright and lovely was the scene. As we climbed the mountain, every curve and bend of the emerald valley below was plainly defined against the darker green of the surrounding mountains, while, as if to complete the beautiful picture, the mountains themselves were capped in white.

Five miles of up-hill, and we reached the snow which covered hill, bush and tree to the depth of several inches. Another mile, and we are descending the mountain into another valley. On the low, rocky points the wild pinks blossomed in profusion. By the side of the turbulent creeks, amid the green grass and brown willows, the johnny-jump-up lifted its bright face to the passing traveler, while by its side the hair-bell hung, blushing downward. The chipmuncks seemed to be playing hide-and-seek along the fences and behind the logs, and once I caught sight of a magnificent grey squirrel as he crossed the road in front of me. In the grand old forest of oak and pine, the noisy jay seemed to be mocking the robins, as they "waked the sweet anthem again and again."

So our road wound on—now by the side of some dashing rapid or pool of quiet waters—now over a bald hill of chaparral, then along a winding dug-way. As the shadows began to lengthen, we drew near our stopping place. Across the river, up a lane, and we are at the door. The gentleman is away, but we are made at home by the lady of the house. A bright fire burns in the stone fireplace, and on a crane hung a good old-fashioned iron teakettle, "singing its song, full of family glee." Supper time soon came, and with it the return of the absent members of the family. After the supper things were put away, Mr. G. brought out a bass viol, and then he and his two eldest daughters sang some of those sweet old English songs, whose melody lingers so long in the memory.

Next morning our school began; only nine scholars, at first, but the number increased as the week wore away. Two weeks soon passed in this Arcadian home of peace and plenty, and then we changed our boarding place, and a most emphatic change it was. An old house, with rackety doors and half-broken windows, gave no token of comfort within; nor did the exterior belie the interior. Several rickety chairs and an old lounge formed the furniture of the sitting room. At night I found the beds to be remarkable for nothing except their bugs. The food was of the poorest quality, but this would have made no particular difference if it had only been cleanly prepared. The chickens often cleared the table after we had finished eating, and from certain signs I was quite sure their bills had made the acquaintance of some of the dishes before they were placed upon the table.

"Ah! many crosses hath he bourne,
And many trials founde,
Ye while he trudged ye district through,
And boarded rounde and rounde."

The river ran deep and clear near the house, and on its banks, with rod and line, I spent most of my leisure time while boarding here. But a change was coming sooner than I had expected. June was drawing to a close, and the school census of the district had to be taken. I was only too glad to undertake the work. The district was large, and it required considerable riding.

Thursday morning of my second week found me bidding adieu to that house, never to enter it again. The road lay up the river for fifteen miles, and then entered a large open valley of some thirty thousand acres. There are now four schools in the valley. High, wooded hills on the south and west, but low and bare ones to the north and east. Until noon our road ran along the high, rich ground on the north side of the valley, but in the afternoon it stretched out across an arm of the valley and was very heavy with sand. Sage brush and grease wood were the only signs of vegetation, and crickets the only signs of animal life. The sun poured down with an intense heat, and as evening drew near we were glad to reach the house of an old friend, with whom we passed the night. A night's rest and a good breakfast fitted us for another hard day's riding. This time the road lay through the low, wet portions of the valley, and over numerous sloughs, or rather through them. Of our census work we need say but little. Our questions were generally politely answered, and almost invariably to the point.

At three in the afternoon we left the valley and crossed a low ridge into another smaller valley, to complete our work. Up this we galloped in haste, for it was on our road home, twenty miles distant, which we determined to reach that night if possible Our work was soon done, for there were but three houses in the valley, and these were directly on the road. The first eight miles of our journey was up the valley; then up a short, steep hill, and then down a mountain for four miles, with only a pack trail for a road. The rest of the road home was good.

At the foot of the mountain we forded a turbulent creek, and found ourselves in a narrow, dark canyon. The trail ran along the bank of the creek, which at another time we would have admired, as it foamed and dashed over the rocks in its bed, but night was coming rapidly on, and we had been told that the trail crossed the creek several times. The hill-tops were covered with a flood of sunlight, but here it was almost dark. Not a sign of bird or squirrel did we see, and the canyon looks dreary and lonesome. The last glimpse of light has faded, and we spur on our jaded animal. Deeper and darker grow the shadows and more uncertain the trail, till finally on a little flat we find we have missed it altogether. Soon we find it, but only to lose it on the next flat. Our horse was tired and would not keep the track. Finding it useless to go further, we unsaddled, built a fire and prepared to spend the night. As we pile on the brush and limbs, the fire snaps and crackles and lights up the dim old forest with a strange and weird light. The hoot of the owl mingles with the sigh of the wind; the stream rushes by with its dash and roar; and with saddle-blanket for bed and soldier coat for cover, we fall asleep. The cold of the early morning awakens us, and a ride of a few miles takes us home in time for a hot breakfast and a strong cup of coffee.

Once more at school, and again a new boarding place. This time with uncle George and aunt Sallie, whose softly spoken *thee* and *thou* always fell pleasantly upon the ear. The house was pleasantly situated in a little grove, and niece Hattie was a good housekeeper; so what more could we wish? Our next boarding place was a decided contrast to this. Harvest was coming close on the steps of haying, and the house was full of men. The baby was cross and the mother crowded with work. Do you blame her for scolding part of the time? I didn't, but it made the house none the pleasanter.

The last place on the rounds was known as the "Sheep Ranch;" and such I was willin to call it before my two weeks were out. A

Chinaman did the cooking, and he would have been famous among dirty cooks. The lady of the house was inclined to be lazy, and did not look after him, so he had things his own way. A large flock of sheep belonged to the house, and mutton was our only meat. We had mutton for breakfast, dinner and supper; mutton fried, stewed and roasted; mutton from Monday morning till Saturday night; and then, by way of a change, mutton on Sunday. Mutton on fast as well as feast days. I got so at last that I often found myself pulling at my hair and beard, to see if it was still hair and not wool. Two weeks is not a long time, to be sure, but if you will live that long on bread and butter and *mutton*, I will venture to say you will tire of the latter part of it.

School ended at last, and we picked up things and journeyed homeward, glad the next time to take a school where we could board at one place all the time. But we do not write either for or against "boarding round;" our only object being to write a sketch of actual life which may interest the weary teacher as he returns home after a hard day's work in the school room.

THE PROPOSED NATIONAL UNIVERSITY.

A movement of considerable strength has been set on foot in the West, and first took an organized shape at a great convention of teachers, held in St. Louis last July, for the foundation of a "National University" on a great scale, having its seat, we presume, in the Mississippi Valley. The promoters look to the General Government for the principal portion of the necessary funds, and for this purpose are going to agitate for a great donation of public lands, before the national domain has all been disposed of. Ten million dollars, we believe, is talked of as the amount which would be necessary to make the institution worthy of its name. There are some difficulties in the way of establishing a university, apart, altogether, from the various drawbacks which grow out of mere newness. One is, that if the main reliance is placed on endowments by private individuals, a small beginning has to be made, with half-starved, second-rate professors, and a defective library and apparatus and buildings, and, what with low vitality, and puffing, and bragging, the morale of everybody connected with the organization has received serious injury before it has secured a permanent and effective footing. If, on the other hand, Government sup-

plies the funds, it can do so liberally, and can make the institution all it ought to be materially from the outset; but there is hardly any Government willing to endow a university, and then relinquish all control over it. If the Government retains the right of supervision—that is, if the university be not a thorough independent and self-governing body, there is great danger of its becoming a mere political machine, injurious to the politics of the country, and of little use to its education. This is true even of European countries, where the politicians are generally university men, with a strong respect for universities, and a keen appreciation of their needs; it is doubly true of this, where the common run of politicians dislike and suspect universities and university men. The present condition of West Point Academy is something which those who ask Congress to found an American University would do well to heed. The promoters of the new movement will, we trust, take good care, if their funds come from the nation, that the charter gives undisputed control to the *faculty*—not to political trustees or supervisors, or even to prominent "citizens." We say this in the most friendly spirit towards the undertaking, and, in fact, in testimony of our good wishes. A National Committee to carry on the preliminary work was appointed at the St. Louis meeting, ex-President Hill, of Harvard; Dr. Samuel Eliot, of Boston, and Mr. E. L. Godkin, of New York, being placed on it to represent the Eastern States. Mr. Godkin has, however, for personal reasons, declined to serve.—*The Nation.*

DEPARTMENT OF PUBLIC INSTRUCTION.

EDUCATIONAL ITEMS.

SECTION NINETY-EIGHT.—The Trustees of a certain school district furnished the County Superintendent an estimate of "the cost of maintaining a free school for eight months," in accordance with the provisions of Section 98, California School Law. When the rates of special district taxes were published, it was found that the rate for the district in question was not sufficient to cover the estimate of the Trustees. The question now raised is this: Have the Trustees no redress?—or is the estimate of the County Superintendent, and the rate fixed by the Board of Supervisors, final?

The answer: While it is expected that in all cases the County Superintendent shall consult the opinions of Trustees and obtain the data from them upon which to base his estimates, there is no provision in the law for any appeal from his action.

It is hoped that at the approaching session of the State Legislature this whole matter will be put in more satisfactory shape. This eight months arrangement is only *a feeler*. The next step should be a ten months' school for every district in the State, and mainly by State taxation.

STATE SUPERINTENDENT ELECT.—Prof. H. N. Bolander, of San Francisco, was elected to the office of Superintendent of Public Instruction on the 18th of October, and will enter upon his duties on the 1st of December.

COUNTY SUPERINTENDENTS will confer a favor on the State Superintendent by forwarding to him, *at once*, the names and post-office addresses of their successors.

ALL IN AT LAST.—The last of the County Superintendents has sent in his report—only two months behind time. The laggards lay the blame on "the trustees" in all cases—and there it ends. There is a convenient impersonality about "the trustees" that fits the case exactly.

PERSONAL.—Prof. W. B. Hardy, City Superintendent of San Jose, has been elected to the chair of English Literature in the Pacific Methodist College at Santa Rosa, and has entered upon the discharge of its duties. San Jose loses an admirable officer, and Santa Rosa gains a most excellent teacher by this arrangement.

STATE NORMAL SCHOOL BUILDING.—The work on the State Normal School building, at San Jose, has progressed so far that the rare beauty of the structure attracts the admiration of all beholders. It is costing a good deal of money, but will be, when completed, worthy of the State and suited to the magnificent square upon which it is located. None of our public institutions impresses visitors more favorably than our State Normal School building. Taken as an index of the public spirit, intelligence and liberality of our people, we may challenge comparison with older and more populous communities.

HAS LEAVE OF ABSENCE.—The Regents of the University have granted leave of absence, for six months, to Prof. Swinton. The Professor proposes to make a visit to Europe, and this visit has some connection with the preparation of a new school book. *Bon voyage!*

THE REED GRAMMAR SCHOOL, SAN JOSE.—San Jose can boast of another new and superior school house. For the accommodation of the southern part of the city, a new grammar school building has been erected on what is called the "Reed Tract"—and a pleasant and excellent house it is, too. Its completion was opportune, furnishing free accommodations, temporarily, to the State Normal School. This new grammar school is under the efficient principalship of our esteemed friend Kennedy, who is himself a product of San Jose professionally. He knows how to "keep school."

NOT SUCCESSFUL.—The attempt to remove the choice of State Superintendent from the sphere of party politics by a separate election, can scarcely be considered successful, in view of the late canvass for this office. A large portion of the party papers exceeded even themselves in bitterness, scurrility and reckless misrepresentation. There is no advantage in a separate election to compensate for its cost. Let it be abolished.

A FLUTTER.—It is rumored that all the holders of third grade certificates now teaching in San Francisco, will be required to undergo re-examination. There is quite a flutter among the teachers in consequence. If this thing is contemplated, let all be treated alike, from the grammar master down. If incompetency can be discovered, it will not be confined to any particular grade of teachers. As a class, the primary teachers do their work as well as any other, and we know no good reason why this sword of Damocles should be suspended over *their* devoted heads only. The proof of competency is successful teaching. No successful teacher should ever be required to undergo re-examination, except for the purpose of obtaining a certificate of higher grade. The theory that the holders of third grade certificates should not be allowed to continue in that grade, but should be stimulated or compelled to *progress* to higher grades, is fallacious. Primary teaching is a distinct and important department of the work of education. This work requires a particular order of talent. Teachers succeed admirably in this grade who would fail elsewhere, just as there are many who succeed in the more advanced grades who would fail in the primary. Division of labor and concentration upon a particular point produce the same happy effects in the school room as in the workshop or laboratory. Primary teaching should be considered as honorable as any, and should be better paid. Primary teachers should not be worried and wearied with repeated examinations any more than others. Let all be treated alike. We want no privileged classes in our schools. We want no invidious distinctions.

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CALIFORNIA
STATE NORMAL SCHOOL.

BOARD OF TRUSTEES.

H. H. HAIGHT.....Governor
O. P. FITZGERALD.....Superintendent of Public Instruction
C. T. RYLAND.....San Jose
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JAMES DENMAN.....San Francisco
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TEACHERS.

REV. W. T. LUCKY, A.M.....Principal
H. P. CARLTON.....Vice-Principal
MISS E. W. HOUGHTON.....Assistant
MRS. D. CLARK.....Assistant
—— ——.....Assistant

COURSE OF STUDY.

To secure admission into the Junior Class, applicants must pass a satisfactory examination before the Board of Examination in the county in which they reside, on the following subjects, viz.:

Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

JUNIOR CLASS—*First Session.*

**Arithmetic*—Robinson's Higher.
**English Grammar*—Brown's.
**Geography*—Monteith's.
**Reading*—McGuffey's 5th Reader.
**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.
ercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

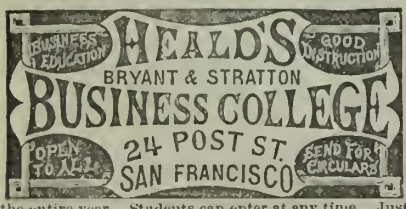
CALENDAR FOR 1871-72.

First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

For additional particulars, address

REV. W. T. LUCKY, A. M., PRINCIPAL, San Jose.

March 25th, 1871.



PERSONS OF BOTH SEXES ARE thoroughly fitted for business pursuits, or for telegraphic operators, at this institution. The scholarships of this school are good for tuition in the thirty-six Bryant & Stratton Colleges. Young men are practically educated for Bankers, Merchants, Clerks and Bookkeepers by the most thorough course of actual business training ever introduced into any school on the Pacific coast. Sessions continue day and evening throughout the entire year. Students can enter at any time. Just the course of study for young men in all walks of life who wish to succeed. For full information regarding the school, call at the College Office, 24 Post street, or send for HEALD'S COLLEGE JOURNAL, published monthly, and sent free to all by addressing

E. P. HEALD,
President Business College, San Francisco.

THE

CALIFORNIA TEACHER.

DECEMBER, 1871.

Vol. IX. SAN FRANCISCO. *No. 6.*

ANNUAL ADDRESS OF SUPERINTENDENT FITZGERALD.

DELIVERED BEFORE THE STATE TEACHERS' INSTITUTE, NOV. 7, 1871.

Fellow Teachers and Friends of Education: As this is my last official appearance before the teachers of California, the circumstances may justify a brief retrospect of my work as Superintendent of Public Instruction, and the progress made in the cause of popular education during my term of office. It is true, the newspapers have reviewed me and my work quite extensively of late, but their reviews are not altogether satisfactory to me. In the pictures they have drawn of me I have not recognized my own features. It seems to me they must have meant somebody else, and somehow got names strangely mixed. Perhaps they were only "in fun." If so, some of them carried the thing a little too far for a joke. The utterances of a political campaign, however, are not history. My record is to be found in the school legislation of my term of office, and in the accomplished facts and actual results of my administration. These are before my fellow citizens. I am willing to take my proper place, and receive my proper measure of approval or censure, when my administration of the office of Superintendent of Public Instruction shall be reviewed, after the prejudices of the hour or the exigencies of party shall have ceased to affect their judgments. With clean hands and a clear conscience, I humbly, but confidently, make this appeal. This brief review is expected by you on this occasion. A glance at what has been done is necessary in order that we may perceive clearly what remains to be done.

On my accession to office, four years ago, I found a good public school system in operation. My ambition has been to foster and develop whatever was good, and make such improvements as might be found necessary. The system in its fundamental principles and most important features remains intact. What has been done has been in the way of modification and development rather than change. It is believed that these measures have been judicious as well as progressive. Progress has been made, and in the right direction.

The State school fund has been largely increased by raising the State school tax to ten cents on the one hundred dollars—that is to say, this tax has been increased eight per cent. This increase has been of great benefit to the sparsely settled and feeble districts, and is generally approved by the citizens of the State.

Uniformity of text-books in all the schools of the State has been secured. In a new country, with a shifting population like ours, the advantages of uniformity are peculiarly great. It saves the time of the children and the money of the parent. Formerly, when the choice of text-books was left to the local Boards of our incorporated cities, each made a different choice, so that whenever a parent moved from one place to another he was compelled to purchase new books for his children. This involved the loss not only of the money paid for the new books, but also the loss of the precious time of the children. Under the law as amended, a child in any district in the State can take his school-books with him to any other, and use them in the same grade without any change. We have the same books for the country districts as for the cities and towns. And why not? Is there any essential difference between city and country children? Do city children require a different sort of arithmetic, grammar or geography? Such a pretence would be scouted as absurd by all sensible people. I believe this change from a medley system to one of uniformity is almost universally approved. No one will wish to disturb the law as amended, unless it be some one who has a selfish motive for doing so. To do away with uniformity, would open a field for a scramble of book agents, and involve a great expense and much loss to the children of the State. This, at least, is my view of the subject, and I think this body of intelligent educators will concur.

The change in the School Law, requiring all examinations to be held uniformly at certain specified times, is another measure which I believe has met with general approval. The object of it is, to prevent parties from appearing before the Board of Examination in one county, obtaining the questions, "cramming" for the purpose, and then going to

another county and obtaining certificates on the same questions. It was known that this had been done in some cases. By uniform examinations this sharp practice is stopped, and the profession of teaching is protected from the incompetent and dishonest persons who would thus smuggle themselves into the school-room.

The erection of a State Normal School building was a much needed measure. The State had for years been dependent upon the generosity of San Francisco for a building in which to conduct the school. The rapidly-growing wants of the San Francisco City School Department created a necessity for the use of the building occupied by the school. Thinking that this state of dependence upon municipal generosity was unworthy of the State of California, and not feeling willing to impose further upon the liberality of San Francisco, in my Biennial Report, two years ago, I recommended the permanent location of the State Normal School at San Jose, and the erection of a suitable building for it. The Legislature acted in accordance with these recommendations. The School was located at San Jose, upon a magnificent square of twenty-seven acres, in the heart of the city, donated for the purpose. A two-per cent. State tax was levied for the purpose of raising a building fund, and as soon as practicable the work was begun. A structure of rare and exquisite beauty is now approaching completion, and soon California will be able to boast of a State Normal School building that will be worthy of a State claiming equality with the foremost of her sisters in intelligence and enterprise. A further appropriation will be needed to complete the building, and will doubtless be voted by the representatives of the people. A good building will not alone make a good school, but if we would "keep up" with the times as educators, we must provide the best facilities for the work of instruction. None of our public institutions will impress a visitor to California more favorably than our beautiful Normal School building at San Jose.

The provision in the School Law requiring an eight months' school in all Districts having more than twenty-five school children and $75,000 worth of taxable property, was a measure in the right direction. In many counties of the State it is working well. In others, the local officials have not put it in successful operation. The law is somewhat defective in that it does not specify with sufficient clearness the respective duties of the several officers who are required to execute it; but the provision for an eight months' school was a most important and beneficial measure, being a decided step toward the full ten months' school for every district, which is the proper ultimatum of our hopes and efforts. Of this I shall say more in another place.

The establishment of the University of California, is perhaps the most important event in the educational history of the State during my term of office. It is properly made the crown of our public school system, and is perhaps more intimately correlated to the public schools than any other of our State Universities. By some it was feared that the inauguration of our University was a premature movement, in advance of our wants and beyond our resources. The result has happily dissipated such fears. The need of a University is demonstrated by the numbers that have already claimed admission to its classes, the register showing last year the names of 93 pupils, and for this year 146. The organization and establishment of the University has had a marked effect in rousing and stimulating a desire for higher education; and this I take to be one of the functions of a State University in a young State—to excite the desire for liberal culture as well as to provide for its gratification. Thus far the Regents of the University have managed its affairs in such a manner as to secure the largest measure of public confidence and substantial prosperity. Delays, unavoidable, but embarrassing, have occurred in the realization of its endowment resources and building fund. Work upon the University building at Berkeley has of necessity been suspended temporarily for lack of funds; but at Oakland the University is provided for adequately for its present necessities, and with an able and devoted corps of teachers in its several departments, it presents to the citizens of the Pacific Coast advantages for thorough scientific and scholastic training that obviate all necessity for sending their children or wards to the Eastern States or Europe. This is as it should be. California should be independent of distant communities with regard to the education of her sons and daughters. Home education is always to be preferred. With our superior climate, where students can prosecute their studies with vigor during all the months of the year; with our fresher life and richer fields for geological and agricultural and mineralogical investigation and experiment—we should rather attract students to us from the sultry Summers and the freezing Winters of the Eastern States. There are in our University, Professors who are the peers of the best men to be found in the older schools of the older States—men who have brought to us their ripened faculties and large experience and have caught fresh inspiration and renewed their youth under the bright skies and amid the grand scenery of California. Let us keep them here by due appreciation and practical recognition of their worth.

The University of California is open to women on the same conditions as to men. As a member of the Board of Regents, *ex officio*, I

voted for their admission, and thus far have no reason to regret that I did so. I believe that women should have equal advantages with men for intellectual culture, and that the State should make equal provisions for both sexes in all respects. The ladies who have availed themselves of the privilege of entering the University are doing well, and find no difficulty, I believe, in "keeping up" with their respective classes. The experiment, ventured dubiously by some, is no longer an experiment. The University of California will be open to both sexes alike as long as it shall exist. Equality of educational privilege is the principle adopted by our State, and it is a righteous principle, and will never be departed from. The liberally educated men of California will have educated women for their companions in the relations of friend, sister, sweetheart, wife.

I am led here to notice that enactment of the last Legislature equalizing the salaries of men and women in the public schools. Though I felt sure that such a measure could not at once be made practically operative, I advocated its passage on account of the moral effect of such an expression from the direct representatives of the people. I have never been able to see why a woman should be paid less for the same work merely because she *is* a woman. Such a practice is simply barbarism, unworthy of a civilized community. My own opinion is, that men, as a rule, are endowed with a larger measure of administrative ability; but I know so many women who are unquestionably superior to the average male teacher, that I am somewhat dubious as to the correctness of this opinion. When a woman *is* found capable of filling the highest positions in the profession of teaching, I am in favor of employing her and paying her exactly what you would pay a man for the same work in the same position. Let the gentler sex have fair play. It is all they ask.

Some necessary changes in text-books have been made during my administration. In making these changes the State Board of Education was merely the exponent of the judgment and wishes of the teachers of the State. The new books are fewer in number, cheaper in price, and better in quality. On reviewing this matter, I cannot see how better selections could have been made. My conviction is clear and sincere, that California has now the best text-book system of any State in the Union. We have uniformity, and, at the same time the cheapest and best text-books published in Europe or America. This was and is my opinion. On one point at least I think we shall nearly all agree: If we cannot agree that, in every case, the right books have been put upon the State list, we can agree that the right books have been put off.

While particular books on the list might probably be advantageously substituted by others, the list as a whole is composed of the very best works to be found. Believing that my action as a member of the State Board was right, I here take occasion to reiterate my approval of it, feeling sure that I have the endorsement of the teachers of the State, and resting in the conviction that time will vindicate not only my motives, but the correctness of my views. The unanimity of the State Board in its action in most cases in dealing with this question is indicative of the unanimity of opinion which will pervade all classes of our citizens when the clear white light of truth shines through the fogs of partisan exaggeration and misrepresentation.

The number of school districts in the State is 1,326; number of schools, 1,550; number of teachers—men, 820—women, 1,232—total, 2,052; number of pupils enrolled, 91,333; average attendance of pupils, 64,286. Value of school property, $3,362,580 18. Increase since 1869, in number of districts, 182; in number of schools, 196; in number of pupils, 17,578; in average attendance of pupils, 14,484; in value of school property, $565,875 06.

This showing of figures prove that substantial progress has been made, in spite of an unusual depression in business, resulting from various causes, and a consequent temporary check upon immigration and material prosperity. The State is growing, and its educational development and growth keep pace with its growth in wealth and population. The increase in number of public school children is more than twenty per cent. in two years. The increase in the value of school property is about sixteen per cent. This does not look like depression or declension. With one or two good seasons for agriculture, California will spring forward in her path of progress with the speed and vigor of a giant refreshed with new wine.

This brief review would be imperfect if I failed to touch upon another point. On my accession to office I declared that I had no partisan or sectarian ends to accomplish. I was honest in making this declaration, and I have honestly endeavored to conform to it in all my official acts and utterances. Never in a single instance have I raised the question of party politics or sectarianism in dealing with a teacher. Though elected as the nominee of the Democratic party, I pledged myself in accepting the nomination to know no party, sect, caste or creed, in the performance of the duties of the office, if elected. I have sacredly kept that pledge, and to-day I can look you in the face and call you to witness that I have done so. As it has happened, in elections for teachers for the University and the State Normal School, I have voted for two

Republicans to one Democrat. These are the only schools for which I have any voice in choosing teachers. So far as I know, perfect harmony reigned throughout the Department of Public Instruction until the late canvass for State Superintendent began. Of the treatment I received in that canvass I will not trust myself to speak. While I was *hounded* by newspapers with a malignity scarcely ever equaled, from the *teachers* of the State, without distinction of party, expressions of confidence, approval and regard poured in upon me daily in a way that more than compensated me for all the abuse heaped upon me. *They* (the teachers) knew my course. They for four years had constant personal association and official intercourse with me; association that was always pleasant, intercourse—may I say it?—that was always marked by reciprocal courtesy and increasing good will. Looking back over the entire four years that I have been in office, I have not had a single case of personal unpleasantness growing out of my official action concerning any teacher. I have treated all alike, and all alike have treated me not only as a fellow-laborer in a sacred cause, but as a friend and brother. By their kindness my toil has been lightened, my heart cheered, my hands strengthened for the heavy task devolved upon me. Old rivalries and the exasperations of a heated contest may have produced a few exceptions to this statement. If so, I would take this opportunity to ask and to offer forgiveness, as I invoke the benediction of a good God upon every teacher in California, including my predecessor and my successor. This review of my relations to the teachers of California during my term of office is pleasant to me now, and will be a source of pleasure to me while I live.

It will be conceded by all, that during the last four years, steady and substantial progress have been made in the development of our public school system. Great educational enterprises has been successfully inaugurated, abuses have been corrected, important and necessary reforms have been made, antagonisms have been reconciled, and a course of policy initiated that, with the united and earnest efforts of our educators and active friends of education, will, at a very early day, culminate in the attainment of what every good citizen of California desires—a public school system that provides the fullest advantages of an English education to every child in the State. At present we are far short of this. While in some respects real and great advance has been made; and while in our centers of wealth and population the children have the advantage of a full school years' instruction, with the best facilities for learning, truth compels the confession that for the more remote and sparsely settled districts our

present system is shamefully inadequate, and is but a poor pretense for popular education. Under the present system many districts can maintain schools only from three to six months in the year. No one needs to be told that such fragmentary bits of instruction are only a little better than none at all. During these short terms the pupils of such schools only get fairly started in their studies to be turned out of school for the greater part of the year, forgetting what little they had learned, and then coming back after this long and ruinous interval to commence again at the starting point at the foot of the hill of knowledge, under a new teacher, the old one having sought a new place rather than attempt to live upon the prospect of another three or six months' school next year. Thus many schools revolve, year after year, on the axis of a defective system, making some motion but next to no real progress. It need not be said that this is a sham, a waste of the public money, and a flagrant injustice toward a portion of the children of the State. In a *State* system of public instruction, should not all the children of the State be treated alike? As a good mother, she should dispense the blessings of education with an equal hand. The remedy for this great wrong is obvious: LET ALL THE PROPERTY OF THE STATE BE TAXED TO EDUCATE ALL THE CHILDREN OF THE STATE.

This is the chief point that should now engage the attention of those entrusted with management of our public schools. The public mind is prepared to welcome legislation for this purpose. I have discussed this subject before large audiences in various portions of the State, and found approval and encouragement everywhere. The people are ready to sustain any judicious measure that will give them a thorough, instead of a partial, public school system. The principle involved is already recognized in our present system. The ten per cent. *ad valorem* State tax is an unequivocal recognition of the principle that the property of the whole State may be taxed for the benefit of all parts of the State. All that is needed, therefore, is the extension of the practical application of the principle. If it be objected that the taxation of all the property of the State, for the education of all the children of the State, would be attended with inequality, some localities paying more than their proportion of taxes into the general school fund, the answer is that, according to the theory already adopted, the State is the educational unit, and therefore it must act as a whole, and not partially, in disregard of the avowed theory on which our system is based. As a complete organism, the good of each part is the good of the whole State. There is a fallacy in the assumption that the benefits of education are confined to the particular individuals or localities directly affected by the expenditure

of the proceeds of local taxation. The benefits resulting from the diffusion of intelligence by the means of education in the public schools affect the entire body politic. The dollar contributed by San Francisco, judiciously expended in Plumas for education, is no less a benefit to the former than to the latter. It is equally evident that the evils resulting from the prevalence of ignorance and vice in any neglected locality, where, under the present system, the State treats a portion of her children like step-children, cannot be merely local evils. The virus will spread through the whole organism, and the results will be seen in the criminal Courts, jails, hospitals, and insane asylums everywhere. If the State has a right to tax all its citizens equally to maintain State prisons, institutions for the insane, the deaf, dumb and blind, and orphans, where is the wrong in imposing a State tax for education for the whole State that will lessen all the burdens resulting so largely and so directly from crime consequent upon ignorance?

There is another aspect of this question that deserves consideration. The disabilities of the present system fall upon the frontier and thinly settled districts of the State. The result is, that our hardy pioneers who lead the march of American civilization, extend the area of freedom, subdue the wilderness, and incur the hardships and dangers of the frontier, are, as the reward of their energy, enterprise and courage, compelled to pay the penalty of seeing their children grow up in ignorance. Such disability may in some instances be inevitable and invincible; but there are in California but few of these children of the border who are beyond the reach of the beneficent hand of the State. The chief recommendation of a public school system is that it secures the advantages of education to those who can be reached in no other way. If it fail in this, it fails to accomplish its highest end. Our system then is at present a partial failure. Let us without delay remove the reproach. Let us not ignobly console ourselves with the reflection that our sister States—even some of those which challenge the admiration and applause of the world for the efficiency of their public school systems—are in this respect no whit better than we, advancing with the same halting movement, and showing similar dark spots upon the map of their educational achievement. We are not fatally and finally committed to any of the existing defects of our system. We are not committed to a partial system of public instruction—partial both in the sense of incompleteness and injustice. Rather, are we not committed by our oft-repeated assertions of the necessity of the universal diffusion of intelligence in a government of the people like ours—by our boasts and our promises—by every consideration of sound policy, consistency and justice—are we not committed

in honor, conscience and duty to prompt and vigorous action in this matter? Rash and hasty action is to be deprecated in dealing with an interest so sacred and so vital as that of the education of all the children of the State. Movements that are ill-advised will come to confusion. Movements that are in advance of public opinion will be followed by reactions. But here there is no occasion for mistake, no danger of reaction. The principle upon which action must be based is firmly fixed in the minds of the people and intrenched in their affections. It is already embodied in our legislation. The crisis demands a prudent boldness of action. This matter will be presented to the Legislature in a practical form, and the hope is confidently entertained that the action of that body will be marked by that enlightened liberality, patriotism and sagacity that have hitherto distinguished their predecessors in dealing with the subject of popular education. In other words, it is hoped that the next Legislature will provide for a ten months' school in every district in California. This will place us in the very front rank with regard to education, and furnish the most attractive invitation we could offer to the kind of immigrants we need and desire to populate our rich and beautiful State.

I presume the question of compulsory education will be brought before our Legislature at its approaching session. My successor has expressed himself as favoring such a measure, and it was endorsed by the party by which he was nominated and elected. I leave the question in his hands, as he doubtless will present a plan or scheme by which his views can be carried into practical effect. I have no light to give on this subject, and leave it to those who have clearer views and stronger convictions. I doubt whether any system of compulsory education can be devised that will suit the genius of our institutions and result in practical benefit. With Mr. Wickersham, the able and venerable State Superintendent of Pennsylvania, I think it will be time enough to talk of compulsion after we shall have found and acknowledged that the voluntary system is a failure. Children may be brought to school by the constable and the bayonet in the despotic governments of the Old World, but in this free country we have faith in, and rely upon reason, persuasion and argument.

One word more: We meet here after a heated contest in which the worst passions and strongest prejudices of human nature were appealed to. It is scarcely possible that we do not bring with us some traces of the unpleasant feelings connected with such a contest. I appeal to you, fellow-teachers and friends of education, at the opening of this State Institute, to rise to the level of the occasion by putting from you every

unkind feeling, and uniting as a band of brothers whose love for a great cause is paramount to every other consideration. For my successor, who will soon enter upon his difficult and arduous labors, I bespeak the same generous friendship and faithful official coöperation which you have always accorded to me.

BRIEF HINTS ON SCHOOL GOVERNMENT.

[Read before the Mendocino Teachers' Institute at their annual meeting held at Ukiah City, 1871, by J. R. Thomas, L.L. D.]

To govern successfully, requires a rare combination of qualities. Power of command implies a great deal more, perhaps, than is realized in one case out of ten among those to whom authority is entrusted. That there is a great difference, naturally, between different men, and different women too, in this direction there cannot be a doubt. There is nothing truer than that some men were born to rule. This class may be said to have a genius for government in so far, at least, as it consists mainly in the exercise of authority, but they do not on this account necessarily make good or wise governors.

There is another class of men who are less highly endowed in this respect and yet they may not, necessarily, make inefficient or bad governors. The capability of exercising authority may be greatly improved by cultivation. We say that a man is born to govern when he has by nature a clear, vigorous intellect, an even temperament, a manly person, a strong will, and great self-command accompanied by great moral courage and promptness of action. It is easy for a man thus endowed to exercise authority, just as it is easy for a man to excel in anything else for which he has a genius. A man of this description may, however, govern badly on account of defective moral elements.

Nero and Caligula, Marius and Sylla had great power of command, but they were cruel, blood-thirsty wretches, and therefore they were tyrants. They governed badly. The first Charles and the second James, of England, possessed power of command; but they were covetous and fanatical and therefore were over-exacting and intolerant to an extent that cost the one his head and the other his kingdom. They were bad rulers because they were bad men and not because they were weak or deficient in natural power of command. These examples illustrate the importance of having a right combination of qualities in order to rule well.

The elements of good rulership are the same in every sphere o

government. The school-room is a little kingdom—a sort of constitutional monarchy. It rather more resembles those ancient patriarchal forms of government in which there was one governing mind whose dictates, although imperious, were nevertheless modified and softened by paternal sympathy and affection. A man or a woman of good brain—who can govern well in the school-room—would govern well anywhere; while one who rules a State badly would govern badly in the school-room or in any other sphere.

It is vital to the success of a teacher that he study the art of good government. Everything depends upon it. Success in his profession cannot be looked for unless he make his authority to be felt and respected by his pupils. That authority may be felt, however, without being respected. If he be an austere despot he may be feared and yet be despised. If he be capricious and impulsive—if he be badly balanced and incapable of governing himself—he will justly forfeit the respect of his pupils and lose his command over them.

There is another point of danger: An over sympathetic nature may betray the administrator of law into occasional acts of weakness in the exercise of his executive functions which will be fatal to his authority. A true and wise sympathy will always modify the manner of enforcing law—but never modify the law itself in the face of a flagrant violation of it. The teacher should put on personal dignity without stiffness, and without affectation. He should maintain his self-respect without haughtiness and be affable without inviting impertinent familiarity. This is a rare attainment. Above all things he should avoid the appearance of exercising authority for the love of it; or of punishing because he takes pleasure in it. When it becomes necessary to punish, a wise teacher will have the address to make it apparent that the necessity is painful to himself and that he or she (as the case may be) would gladly avoid the punishment, the pain of which is mutually felt by both teacher and pupil. True, much depends upon the system of government, much upon the character of the laws, but much *more* depends upon the character and conduct of the administrator. If the teacher show that he is worthy to govern, to guide, and to instruct, he will succeed in all these directions without difficulty. If he make an exposure of personal weakness at either of the foregoing points, he is doomed to failure without remedy. He must illustrate in his own personal character and in all the acts of his administration those noble virtues which are appropriate to his relation as a disciplinarian and as a teacher if he would hope to inculcate, successfully, the virtues that appertain to the subordinate relation of pupilage. If he would have his pupils to be

diligent, faithful and punctual in discharge of duty, he must be diligent and punctual himself. If he would have them love, justice and truthfulness and honor he must exemplify these virtues with scrupulous exactness. The most valued compliment which the writer of this paper ever received was from a beloved pupil, who, after he had become highly distinguished, was pleased to say that he owed more to our character than to our instruction—more to what we were than to what we thought—more to the living model set before him than to the lessons imparted.

From some of the foregoing paragraphs, it will be seen that we lean to the infliction of penalties for deliberate neglect of duty, or wilful violations of law. These penalties ought to be as mild as possible—subject to the condition of being adequate to the end of working reformation and of preventing a repetition of the offence. The absolute certainty of infliction is worth more than ever so much severity in the law. Indeed, if the law be too severe, there will be constant temptations to suspend the execution of it, and delinquents will be tempted to make ventures, presuming upon the sympathy of the teacher. Moreover, it is all important that the punishment be graduated to the nature and grade of the offence; otherwise the subject of government will become demoralized by a sense of injustice, which, above all things, will prove fatal to good government. Penalties, however, will become unnecessary in proportion to the wisdom and skill of a disciplinarian in bringing moral influences to bear upon his little commonwealth. He will, therefore, study carefully the laws of moral force, and also the laws and principles of human nature. In this field he will find a margin for discrimination, and he may vary his treatment, not only to suit the symptoms, but also to suit the constitution and temperament of the patient.

If teachers have the power of discernment and the patience to analyze the character of every pupil, they would find no difficulty, I apprehend, in adopting a moral regimen which would almost entirely preclude the necessity of a penal administration. I doubt not that there might be devised a system of moral hygiene, which would predispose an entire school community to obedience, to habits of industry and of self-control, to amiability of temper—indeed, to all those noble and manly virtues, which would make the school-room a paradise and render all of its inmates valuable factors in the solution of that highest of all social problems—perfect self-government.

All of the crimes that are committed against the peace and good order of society are superinduced by one or the other of two causes:

either deficient self-respect or defective sense of justice. Here, then, is the point to begin at in order to effect among men, or among schoolboys, a wholesome and permanent reformation. Only imbue the mind of a child, even, with an ample amount of healthful self-respect and you may almost rely on that child's doing nothing that is mean or unworthy of a noble-minded child. Teach the boy to love justice and truth as ennobling virtues, and to despise injustice and falsehood as degrading vices, and through all the stages of that boy's after life, both his own character and the rights of others will be safe in his keeping. Then it should be a teacher's first care to inspire his pupils with self-respect. He should show them that he has respect for their feelings, that he confides in their truthfulness, that he expects them to be frank and candid, diligent and faithful to duty, that they will be true to their school obligations—because by so doing they will be just and true to themselves as well as to their parents and their teachers, and, above all, true to God.

A regimen of this description may work slowly at first, but patience and perseverance will triumph after awhile. Moral influences of this kind are both safer and more economical when once properly inaugurated than all the appliances and agencies of coercion, which appeal solely to the sentiment of fear. The latter, although sometimes necessary, are always in a degree demoralizing—more with some types of temperament and constitution than with others. A government of force demands constant vigilance and is always inoperative beyond the supposed pale of probable detection. A moral regimen, on the other hand, one which has made the pupil to feel proud that he has the confidence of his teacher, and that he has been taken into the teacher's confidence as a partner in the business of maintaining good government, and that too for his own personal advantage, such a regimen as this becomes its own vidette, is omnipresent—accompanies the pupil wherever he goes—and is efficiently operative everywhere and at all times.

From these premises we reach the conclusion that every teacher ought to adopt these moral influences and agencies, and rely on them as much as possible, in his system of school government—letting it be all the time *distinctly* understood that he has certain reserve forces that are more tangible because more material, and upon which he intends to fall back when these moral means prove ineffectual.

[Reported for the California Teacher.]

RELATION OF THE COMMON SCHOOLS AND THEIR TEACHERS TO THE STATE.

[Lecture by Dr. E. S. Carr, of the University of California, before the State Teachers' Institute, Nov. 9th, 1871.]

THE subject of Prof. Carr's lecture was the "Relation of the Common Schools and their Teachers to the State." When he received an invitation from the State Superintendent to address the Institute, he said Yes, because only grave reasons would justify saying No to one who had set every teacher in the State so good an example of cheerful and ready service. The teachers had called him up a great deal oftener than he deserved; he was generally ready to meet them, for he desired, above all things, that the different parts of the educational system of the State, from the Primary School to the University, should be kept in close and sympathetic relation to each other. But this time he was in a dilemma what to talk about. He remembered what Horace Mann said, "The Muse of Education has yet to be born." Mr. Mann used to talk of Education all over Massachusetts, (and who had ever spoken with such power?) often in the churches, and he and the minister would search the hymn book through and through, without finding anything appropriate to sing. Then, too, he remembered an old friend, an educational veteran, who used to express his righteous indignation that prayers were put up every Sunday, and one special day of prayer set apart for "our Colleges and Seminaries of Learning," while no mention was made of the *common schools*. He wanted a minister (like Rev. Mr. Bush or Stebbins, for instance,) who would pray the prayer of faith for our common, yea, even our *primary* schools, knowing that if these are all right, the colleges and seminaries of learning will not so much need praying for.

So, the Professor said, having been thinking how much we have to lean on the secular arm, he would talk about the relation of common school teachers to the State, and of education to its welfare. And because his idea of these relations was so fully illustrated in the life of one individual, he begged, instead of making a speech, to tell the life story of the only man he ever had heard of, whose services to the cause of education had made him a President.

The Professor then proceeded to sketch the biography of President Sarmiento, of the Argentine Confederation, and spoke of the impulse given to his after life in a primary school at San Juan, which was, it appears, the first good public school in South America; of his labors in Chili, where he edited the first newspaper, which appeared in Santiago; *of the first Normal School on this continent*, of which Sarmiento was the founder, and which he taught for three years; of the Female College at San Juan; of his authorship of the first spelling book, in which the correct sounds of the Spanish language were taught, and of innumerable other services which he rendered to education while in obscurity and in exile. Briefly touching the dramatic historical features of the times, Sarmiento's services as a soldier and a legislator, the speaker followed him through his labors in establishing our common school system in South America, as Head of the School Department, Senator, Minister of State, Governor of his native Province of San Juan, to the hour when he accepted the triple office of Minister to the United States, Chili and Peru. He showed with what singleness of purpose the most varied gifts,

DEPARTMENT OF PUBLIC INSTRUCTION.

CALIFORNIA STATE TEACHERS' INSTITUTE.

Session Commencing Nov. 7, 1871.

The annual convention of the State Teachers' Institute of California opened at Dashaway Hall, San Francisco, Nov. 7, 1871, at 10 o'clock A.M., Supt. Fitzgerald in the chair. Some very appropriate opening remarks were made by the President, after which the members of the Institute joined in the favorite old song, "America."

On motion of Prof. Knowlton, four Vice Presidents were elected, consisting of S. H. Jackman, of Sacramento, G. K. Godfrey, of Siskiyou, Miss Kate Kennedy and Mrs. Deane of San Francisco. C. D. McNaughton, of Sacramento, was elected Secretery and Miss Clara G. Dolliver and Miss Nellie Baldwin, of San Francisco, were elected Assistant Secretaries.

The following committees were appointed by the President: Resolutions—C. C. Cummings, of Marin, B. Marks, of San Francisco, J. G. Kennedy, of Santa Clara, Mrs. Nevins, of San Francisco, Mrs. Wells, of Sacramento. Questions—Mrs. Aurelia Griffith, Mr. H. C. Kinne, of San Francisco, and M. P. Templeton, of Yolo. Social Exercises—George Beanston, Prof. Williams, Misses Jean Parker, Mary Pascoe, Viola Whigham, Capt. L. D. Allen, Prof. Herst, and Miss D'Arcy, of San Francisco. Music—Prof. Elliott, Philip Prior, Misses Jennie Smith, Rosa Levinson, Melinda Roper, Gussie Robertson, and Sarah P. Lillie, of San Francisco.

An appropriate selection of music, under the direction of Prof. Elliot, was given by the Committee.

A request, drawn by Mr. Bagnall, for the State Superintendent elect, Mr. Bolander, to favor the Institute with his views in relation to the probable action of the next Legislature in connection with the compulsory educational law, was read and after some discussion, laid on the table. Adjourned until 2 P.M.

San Francisco.—Dr. O. P. Fitzgerald, President; Washington Elliot, Kate Kennedy, Emma McEwens, Emma A. Griffith, Lillie E. Brotherton, H. Hochholzer, Jean Parker, Mamie Baldwin, Nellie S. Baldwin, Rebecca Paul, S. Louise Brown, Clara Wheaton, Emily Tibbey, Miss McKean, C. R. Beals, Mary A. Ahern, Jennie Smith, Jessie Smith, Mary H. Smith, Clara G. Dolliver, Flora Wiche, A. H. Hamill, Mary J. Little, C. A. Andersou, Ada Weston, Mary Roper, C. L. Hunt, A. E. DuBois, B. F. Moore, F. A. Stewart, Abbie Coolidge, Belle Rankin, James W. Lannon, L. D. Allen, Georgie Stackpole, R. B. Childs, Leonora Teller, Kate F. Grady, M. A. Phelan, Lizzie A. Winn, Adele Kohneke, Mrs. A. Goustiaux, Sarah A. Field, Mary A. Lowe, Amelia Joice, Minnie I. Kimball, M. E. O'Conner, Annie Peudergast, C. S. McLean, Emma S. Code, Maggie H. Watson, Tillie C. Stohr, Katie McFadden, Louise Lacey, M. E. Bennett, Jennie Gallagher, Pauline Hart, Nettie Doud, Kate Green, C. Goepp, Laura T. Fowler, Mary E. Mooney, S. E. Thurston, Sarah E. Miller, Wellington Gordou, Deborah Hyman, Jennie A. Forbes, Mary J. Pascoe, Mercy C. Waters, Maggie L. Jordan, B. Marks, Laura F. Hopkins, Ada F. Flowers, Margaret Deane, Mary A. Burrell, Kate R. O'Learey, Laura Humphreys, Isabel Carruthers, Addie Stone, Mary A. Humphreys, Harriet H. Mullen, Bertha Chapin, Annie Hayburn, Caroline Harper, Alice Weed, Julia Hutton, Maggie Howard, E. P. Bradley, Mrs. Banmgardner, Mary E. Mooney, W. A. Plunkett, Lizzie B. Easton, Hattie L. Wooll, Ellen G. Grant, Josephine Sier, W. R. Duane, L. Erickson, Emma Welton, E. M. Carlisle, J. A. Reichart, F. A. Stewart, Fannie M. Pugh, Ellen F. Bowse, Mary A. Salisbury, Sarah A. Joseph, Annie E. Dowling, Mary P. Byrnes, Clara A. Adams, E. C. Marens, M. A. Colby, Allice Stineen, E. E. Stineen, Adele Tittig, Abel T. Winn, E. H. B. Winn, L. Matthew, Naomi E. Hoy, Hattie N. Perkins, Hattie E. Whirlow, Charlotte A. Ogilbie, Pauline Light, Sarah A. Jessup,

C. Polleman, Josephine C. Evans, Maggie S. Turnbull, Minnie F. Austin, E. A. Cleveland, Julia B. Short, Fidelia Jewett, E. LeB. Gunn, Amelia Jewett, Amelia Goldstein, James Wideman, Blanche Hirth, Carrie A. Menges, Mrs. Emily Foster, Augusta P. Fink, Fannie M. Benjamin, Annie Q. Gunn, Mrs. F. V. Holmes, Cornelia E. Swain. Miss V. M. Whigham, Mrs. M. E. Raymond, Julia E. Sickel, Alice M. D'Arcy, Mrs. Lizzie G. Deetken, Mrs. J. H. Nevins, Georgie E. Morton, Maramne E. Bonnard. Helen A. Grant, Kate M. Fuller, M. L. Greer. Mrs. E. B. Jones, Lizzie Wells, J. E. Greer, William W. Holder, Eureka A. Bonnard, Mrs. Mary Prag. Mary A. Casebolt. L. W. Reed, F. Solomon, Mrs. H. E. Moulton, Julia O'Brien, Ruth G. Campbell, Minna Leim, Lizzie A. Patterson. Ebenezer Knowlton. Mary A. Haswell, Addie B. Sawyer, Julia Heney, Ida E. Dickins, Florence L. G. Ames, A. Herbst, Jas. O'Conner, John C. McKowen, Annie Putnam, Margie Robertson, Mrs. M. Dupuy, Malvinia Pelton, Sarah H. Mayers, Mrs. Lanfranchi, S. E. Duff, Mrs. F. E. Reynolds, F. A. Stowell, Lillie E. Morton, Marion E. Rowell. Mrs. Rebecca Carter, Jaeques London, Mrs. M. E. Caldwell, Amy A. Hopkins, Hattie Folger, Cornelia Campbell, Susie Eckhardt. M. E. Steele, Hattie Burr, Mary Hassett, Mrs. R. Estrayer, Ellen M. Hodges, Susie Earle, M. E. D'Arey, K. M. Donovan, L. S. Swain, A. T. Campbell, Mrs. Kate McLaughlin, Gertrude Doyle, Irene Doyle, Celina Carran, Jennie Gilman, Margaret Wade, Sarah A. Barr, Wm. Zimmerman, L. Michaelson, Mrs. O'Brien, Mary Little, Julia B. Brown, John A. Moore, Mrs. L. Allen, Mrs. E A. Wood, Mary F. Smith, Mrs. Aurelia Griffith, Annie E. Hucks, Sarah J. Boyle, Mrs. H. A. St. John, Alice C. Gregg, Annie L. Grey, Mrs. C. F. Pearsons, Philip Prior, Carrie L. Smith, Elise Dames, Jennie Glaseow, P. A. Garin, A. S. Mann, Augusta C. Robertson, Theodore Bradley, H. W. Fairchild, A. L. Wangenheim, W. J. Gorman, C. F. True, Jennie M. A. Hurley, Marion Stokum, Carrie M. Chase, Ellen Cooney, Louise Templeton, L. E. White, T. Crossett. A. Solomon, Nellie A. Littlefield, Ellen Gallagher, Belinda Roper, Isabel Gallagher, Flora Viosca, Jennie L. Gibbs, Maggie J. Gallagher, Mary Gallagher, M. H. Estabrook, Nellie Stevens, Annie A. Fletcher, Kate E. Gorman, Mollie L. Davidson, Mary E. Stowell, L. Maria F. Wanzer, W. F. Clarke, Carrie P. Field. Almira T. Flint, Annie A. Hill, Mrs. Ada E. Wright, Mollie E. Savage, Rosa Levinson, Ellen Donovan, Julia A. Doran, Persis M. Stowell, D. Y. Prescott, Helen Thompson, Sallie C. Johnson, Carrie Barlow, E. D. Humphrey, George Robertson, Mrs. M. J. Sankey, E. M. Boardman. Annie E. Stevens, H. E. Deane, Caroline Wiehe, Lillie L. Gummer, Mary Stevens, Annie B. Earle, Mary Corkery, Maggie Brumley, Mrs. E. J. Elliot, Emily M. Tibbey, Clara S. Buckman, Amelia Goldstein, John Bent, Fronie S. Clapp, Julia M. Gelston, Susie A. Mowry, S.A. Whitney, Gazena A. Garrison, Frances Hassett, Mary E. Estabrook, Sarah E. Frissell, Maude M. Rowe, S. S. Howell, A. F. Craven, Noah F. Flood, M. L. Soule, H. G. Soule, Sarah Sharkey, Mary Collins, Sallie Hall. Isabel Whitney, E. G. Blethen, Jennie E. Stanford, Bessie W. Kirby, Addie Cherry, D. W. Hardman, Mary E. Doran, Agnes M. Manning, B. A. Kelley, E. P. Brown, Mary Harrigan, Therese M. Sullivan, Maggie Dwyer, Kate F. McColgan, Mrs. L. A. Clappe, Grace F. Reed, Agathe von Bunan, W. D. Murphy. Maggie Hall, Mary Collins. Mary Hart, Sallie Hart, Emelie McNeil, Nellie A. Savage, Clara B. Earle, Lizzie Capprise, Nellie O'Loughlin, Mrs. Gaffey, Albert Lyser, Chas. H. Ham, Sallie A. Rightmire, Cecilia Carter, Theodosia J. Carter, Anita C. Ciprico, Charlotte E. Ciprico, Maggie E. Smith, Mrs. Georgie Washburn, Irene Lamb, Ella Lamb, Ellis H. Holmes, Mrs. C. L. Atwood, Vista Bradbury, Nellie Robinett, Augusta Sherk, M. E. Cummings, B. Bornstein. M. T. Griffin, Madeline A. Brady, Mary H. Condon, Anna Gibbons. Annie Jewett, L. P. Cook, L. A. Morgan, E. S. Forester, G. M. Libbey, E. A. Shaw, Esther Goldsmith, Mary E. Roberts, Hannah Cooke, Kate Bonnell. Agnes B. Chalmers. J. Henry Eickhoff, Carrie Ellis, Mary A. Ward, Kate Green, Mary Solomon, Leah Solomon, J. B. Gorman, Kate O'Brien, Maggie O'Brien, Maggie Lowe, Mary J. Bragg, A. M. Dove, Minna Graf, Martha Ferris, Rebecca Skinner, E. G. Blethen, Mary Gumphy. W. J. G. Williams, Debbie W. Hardman, Ellen R. Dolliver, Annie E. Slavan, Kate Casey, Mary O. Lloyd, Mary E. Probert, Abbie Sprague, P. H. McGowan, Mrs. R. F. Ingram, A. A. Garland, J. M. Libbey, Charles True, Miss A. Barnard, Marion Sears, S. N. Jewett, Kate Hurley, Mary Fellows, Emma Schenek, Miss M. J. Callahan, Mrs. Kincaid.

Alameda—J. H. Sumner, Mary Taylor, Hetta Clow, Ella Harvey, Nellie Stone, George Brown. Nina E. Patten, Mrs. E. R. Tucker, Sarah Sliney, M. S. Kimball, Maggie Bell Miller, Mary Conners. Amelia C. Oatman, J. C. Gilson, H. W. Fenton, Fannie Harris, Mrs. L. M. Penwell. Elvira Pratt, Mrs. S. A. Pratt, Nellie Walch, Bell Glennon, L. B. Croswell, Carrie M. Hawks, A. J. Farlie, Emma Frick, Wm. W. Stone, S. A. Penwell, Mrs. E. C. Head, John Fox, J. B. McChesney, John McFadden, Alice Thompson, Emily Jordon, Edna Parker. Miss A. S. Barnard, Mrs. Phelps, Miss Benningham, Mrs. H. B. Sharkey, Lizzie C. Betanene, Wm. C. Dodge, Mrs. E. W. Anderson, Mrs. D. R. Wheeler, Ada A. Hamilton, Miss A. F. Aldrich, A. W. Brodt, A. D. A. Champion, W. F. B. Lyneh.

Alpine—John Bagnall.

Amador—Dennis Townsend.
Butte—B. B. Foss, D. W. Braddock, John Lininger.
Contra Costa—D. F. Fowler, Isaac Ayer, A. W. Barshelow, James D. Smith, Laura E. Hammett, L. H. Gladding, H. C. Willson, Miss J. E. White.
Lake—Geo. W. Hooper, T. M. Toney, Susie R. Colbur.
Marin—Mary E. Donovan, P. H. McGowan, Lizzie Boyd, C. C. Cummings, Peter McHugh, N. H. Galusha, Samuel Saunders
Mendocino—Jos. McReynolds, Mary E. Probert.
Merced—Miss N. Z. Woodward, Wilbur F. Clarke.
Monterey—Lilla Kratzer, Mrs. J. M. Furman, Fannie B. Canfield, S. F. Crawford.
Napa—T. J. Alley, Chas. Ives, C. N. Miller, C. A. Menefee, Eugene T. Thurston, B. E. Hunt, Addie Wallace, Mrs. S. A. Thurston.
Nevada—J. T. Smith.
Placer—E. J. Schellhouse, Annie E. Clarke, Anna Carroll, Alice A. Crumery, Lizzie E. Carroll, M. C. Winchester.
Sacramento—Samuel H. Jackman, C. D. McNaughton, Mary J. McNicholl, Dr. A. Trafton, Mrs. E. Trafton.
San Joaquin—Mrs. W. E. Fifield, M. W. Woodard, Melville Cottle, Wm. E. Fifield, Hamilton Wermuth, W. R. Leadbetter, W. W. Woodbury, C. H. Marks.
San Mateo—Mary E. Owens, L. L. Brown, Thomas Keaney, Wm. A. Yates, Mattie Stegman, John C. Nash, Lizzie R. Page.
Santa Clara—J. G. Kennedy, Geo. F. Baker, Mrs. J. O. Hawkins, F. M. Prine, Ellen A. Conner, Mrs. D. K. Crittenden, J. B. Finch, James A. Hawkins, Dr. W. T. Lucky, Ella L. Bassett, J. G. Underwood, O. W. Parker, Flora Parker, Metta J. Gould, Hattie Standish, Mary C. Ellis, Nannie Ellis, Lida Bethell, Ida Cook, Mary Stedman, Agnes Taiscey, Mattie Peckham, L. H. Garrigus, Geo. C. Hixon, Louis Bruch, J. W. Martin, C. R. Boyle, Leander Cummings, C. R. Beal, Wm. Kermode, Alice Stockton, Adelia Stockton, Fanny Wignall, Floe Darby, W. E. Hart, Delia Madden, Mary E. Murphy, Mrs. Susie Marsh, Lucie Houghton, Mary McDonnell, Ella L. Polk, A. E. Buckman, Miss M. J. McNulty, N. Furlong.
Siskiyou—Grove K. Godfrey.
Solano—Miss H. E. Mize, W. P. Welch, Geo. S. DeWolf, H. S. Lampkin, C. D. Bates.
Santa Cruz—C. T. Johns.
Sonoma—Miss E. N. Lindberg, Susannah R. Plank, James M. Kibbin, Edward A. Godfrey, Miss J. L. Woods, John Leffler, Thomas Biggs, John D. Lane, S. T. DePencier, John D. Lane, Geo. W. Jones.
Tehama—Mrs. M. M. Vincent.
Tuolumne—Geo. W. Smith.
Yolo—John Dooner, M. L. Templeton, Mrs. M. L. Templeton.
Yuba—A. J. Ewalt.
Oregon—J. A. Hoffman.

AFTERNOON SESSION.

Institute was called to order at 2 o'clock P. M.

Prof. Elliot selected "The Star Spangled Banner," which was sung with a hearty spirit.

Dr. Fitzgerald was requested to deliver his annual address.

This address was listened to with profound attention by the entire audience and was heartily applauded.

G. K. Godfrey, Superintendent of Siskiyou, took the stand, and delivered one of the most able and logical essays of the session, on the subject of "Theory of a State School System." He devoted some attention to the best method of obtaining means to sustain schools a proper length of time, and deems it the prerogative and duty of the State to take the matter in hand. The speaker illustrated very pointedly the deficiency of the present system, and maintained the necessity of a nine months' school in all Districts. He expressed a heartfelt sympathy for those Districts that are sparsely settled and deficient in funds, and said that as the State owes its wealth to the intelligence of its citizens, the property of the State should educate its children.

Mr. Godfrey is opposed to a national system of education, as inadequate to the

ends aimed at, but thinks that the State, by just and uniform taxation, should furnish means for the support of all schools. This address was received with warm applause.

It was decided that the Institute should meet at half past 9 in the morning, and close at 12. In the afternoon, meet at half past 1, and close at 4. In the evening, meet at half past 7, and close at 9 o'clock.

Adjourned until half past 7 o'clock, P. M.

EVENING SESSION.

The Committee on Music favored the Institute with a song.

The subject of Mr. Godfrey's address was called up for discussion. Some very good points were brought out by Messrs. Schellhouse, Kennedy, White, Godfrey, Prof. Knowlton and Miss Kennedy; also by Superintendent Fitzgerald and Mr. Comstock. The subject of State taxation for the support of Public Schools was very ably illustrated.

Prof. Knowlton then entertained the audience by a fine selection of readings and some laughable anecdotes.

Adjourned until Wednesday morning, at half past 9.

SECOND DAY.

MORNING SESSION.

Prof. Elliot and the Committee on Music entertained the Institute with a choice selection. After which the roll was called, showing tardiness and absence of a large number of members.

On motion, the Institute resolved itself into a class, under the direction of Prof. Holmes, Principal of San Francisco Girls' High School. After a short exercise on the inflexion of voice, sounds of letters and an illustration of vocal culture, Prof. Holmes favored the Institute with some excellent selections of reading.

Mrs. Clapp was called upon, and explained her method of teaching reading, giving practical hints by throat and breathing exercises. This lady thinks the best readers are those who can bring out the proper sense of the reading, and that almost all children can be made fair, if not really good readers.

Mrs. Penwell exhorted ladies to overcome embarrassment, and thinks that in teaching reading, no one method is adequate—that ideas, as well as cultivation of voice, should be impressed upon the mind by frequent repetitions and untiring effort. This lady's remarks were well received.

Dr. Schellhouse said teachers fail to adopt a proper method; that vocal culture should be taught by successive steps in the different methods of training the voice, or by a connected chain of constant practice.

Mrs. A. Griffith said that a thorough knowledge in this art cannot be imparted without commencing in the primary department, and urged her opinion with emphasis.

Mr. Hawkins said that children could be taught elocution if they could be made to understand and feel the sense of what they read.

Dr. Lucky explained the difference between reading and elocution. He thought silent reading was of more importance, really, than a knowledge of elocution, for the reason that the mass of readers are silent readers, and very few can become good elocutionists, with the greatest advantages. He assumed that too much time

should not be occupied in attempting to make elocutionists of every little boy and girl.

Prof. Knowlton was called upon, and said there were many who believe themselves to be elocutionists, who are not capable of giving a proper enunciation of all the sounds in the English language. He illustrated the difference in the capacity of children to become good elocutionists, and gave exercises in elementary sounds, in which members of the Institute heartily joined.

Mr. Kinne thought Prof. Knowlton's method was not feasible in country schools. He suggested that it was better to impress upon the minds of pupils a thorough understanding of what they read.

Miss Augusta Scherk read, by request, a selection from Shakspeare. This reading was excellent, and exhibited a high order of talent in Shakspearean characters.

Adjourned until half past 1 o'clock.

AFTERNOON SESSION.

Institute met at the appointed hour, Supt. Fitzgerald in the Chair.

Dr. Biggs, of Sonoma County, introduced a lad of seven years of age, who read four different languages accurately, exhibiting considerable skill on the part of his instructor. Three more small boys were brought on the stand, and showed extraordinary results in the rapid progress of learning to read.

A beautiful selection of music was given by the Committee, under charge of Dr. Crossette.

Dr. Schellhouse read an essay on the "Art of Teaching, founded on the Laws of the Human Mind."

The distinction between Science and Art, in connection with teaching, was explained. He objected to the present method of teaching, as not founded on the laws of nature, or a harmonious system. He affirms that mental and physical action, under judicious direction, lead to automatic results. That intellectual and physical growth depend upon a proper amount of exercise, under the guidance of the will, and that mental effort is sure in its results.

Mr. Finch asked if the same system would apply to all individuals and schools. Answered in the affirmative.

Prof. Knowlton illustrated his method of teaching Mental Arithmetic. He first explained the four methods of notation, and then the oral method of making small children familiar with Addition and Subtraction. He recommended the introduction of objects as a great auxilliary in teaching the idea of numbers, and advised all teachers to procure a new book, entitled "Grandpapa's Arithmetic."

Capt. Allen, of the Union Grammar School, announced that a social reunion would take place at Dashaway Hall, on Friday evening, November 10th.

Adjourned until half past 7 P. M.

EVENING SESSION.

Supt. Fitzgerald called the Institute to order at 8 o'clock. "America" was sung by the choir, Miss D. Hymen presiding at the piano.

Dr. T. M. Logan, of Sacramento, Secretary of the State Board of Health, was introduced, and delivered an address on the subject of "School Ventilation and Hygiene." He ardently urged the ventilation of school houses for the health of children, and for their mental and physical growth. The speaker adverted in glowing terms to the growth and progress of American schools, but thought tha

too little attention is devoted to the health of the rising generation. This was followed by a very scientific investigation into the life-supporting element, and its necessity in connection with all progressive educational establishments. The Doctor's method of ventilatiug rooms was very well illustrated by diagrams, and by the ventilator itself.

Prof. Knowlton was called on, and read a humorous piece entitled "Green Apples," and another, "The Ride to Ghent." Both were warmly applauded.

On motion, a vote of thanks was tendered to Dr. Logan for his able address.

Adjourned until Thursday morning, at half past 9.

THIRD DAY.

MORNING SESSION.

Institute met at the appointed hour, Dr. Fitzgerald in the Chair.

Minutes of previous day read and approved.

"Paddle my own Canoe," was selected by the Committee on Music, Mrs. Reynolds presiding at the piano.

Mr. H. C. Kinne, of San Francisco, illustrated his method of teaching Primary Arithmetic. He thought the use of slates in the practice of writing numbers, preferable to the use of objects. His method was exceedingly happy.

Dr. Gibbons, of San Francisco, was called upon, and delivered an address on the subject of the "Hygiene of Dress." In referring to the different methods of teaching, he said that every teacher should adopt that mode best adapted to his own faculties, in attempting to fulfill the objects of imparting knowledge; referred humorously to the dress of ladies in connection with liability to disease, particularly those of the lungs. He recommended loose apparel and healthy exercise. The Doctor ridiculed the practice of wearing high-heeled shoes, as having a tendency to distort the bones of the lower limbs and to induce disease. An eloquent appeal was made to the teachers to look with parental interest upon the health of children under their charge and to overcome all injurious habits; he charged them to set an example worthy of the profession.

On motion of Mr. Godfrey, the thanks of the Institute were tendered to Dr. Gibbons, for his very able address.

A choice selection of music, entitled "Hail to the New Year," was sung by the choir, Mrs. Reynolds presiding at the piano.

A very brilliant essay, entitled "Cobwebs and Brooms," was read by Miss Clara Dolliver. The dry and complicated rules that clog the mind and discourage children, are the Cobwebs which Miss Dolliver would sweep from the school room with the Broom of a better intelligence. Another Cobweb that the eloquent speaker would banish from schools, is inequality in salaries. She concluded with a forcible and touching appeal to all, to consider the truth and justice of her essay, and to act upon its maxims.

On motion, the thanks of the Institute were tendered to Miss Dolliver, and a request for the publication of her essay.

Adjourned until 1 o'clock P. M.

AFTERNOON SESSION.

Institute met and was called to order at the appointed time, by Dr. Fitzgerald.

Prof. Elliot selected "Cold Winter is Gone," which was sung with enthusiasm by the choir, Mrs. F. E. Reynolds presiding at the piano.

Dr. Lucky recapitulated the condition of the State Normal School during his connection with it. He affirmed that the removal of that Institution had been no drawback to its prosperity, but, on the contrary, that it never was in a better condition, and that its prospects were never brighter. He urged *young men* to prepare themselves for teaching at the Normal School, as experience had convinced that the graduates of that institution have been successful, almost without an exception. The Doctor stated that the standard of Normal School Diplomas was gradually rising, and that in the future none will be issued unless connected with a First Grade Normal School Certificate. He invited all to attend who desired to do so, and solicited the visits of all friends of education.

Mr. Godfrey suggested that the usefulness of the Normal School could be greatly extended, if the graduates of that institution did not confine themselves too exclusively to San Francisco and its immediate vicinity.

Mr. Humphrey, Principal of the Hayes Valley School, presented a portion of a class in English Grammar. He premised that it was an absolute necessity for pupils to become familiar with the rules of grammar. The Sixth Reader was used to illustrate—pupils reading in concert and giving parts of speech in rapid succession. The class conjugated readily and correctly. In going through the synopsis of the verbs, this class exhibited a very familiar knowledge of the use of English verbs. The parsing was good, and the exercises very creditable.

After a short recess, Mr. Humphrey explained his method of teaching to parse, by the use of diagrams on the board.

A motion to publish Mr. Humphrey's essay (the reading of which was omitted), was carried.

Miss Annie Hucks, of the Union Grammar School, introduced a class of boys, who, after accompanying the piano in some beautiful songs, went through the various changes of the calisthenic exercise with a readiness and precision that could not be excelled by old or young. This class was warmly and frequently applauded. Some new features were introduced, which "brought down the house." Great credit is due to Miss Hucks for her care in training this class.

Miss Deane read a poem of Bret Harte, showing rare taste in her manner of enunciation, and a good knowledge of elocution. This reading received the applause of the auditors.

Mrs. F. Pew read a beautiful selection, which commanded the undivided attention of the Institute. The changes of voice effected in this recitation, exhibited a good knowledge of elocution and devotion to the beauties of genuine poetry. This reading was frequently applauded by the audience.

An invitation was received from Mr. E. P. Heald, to visit the Business College. Also one to visit the Crocker Gallery of Paintings, and two hundred tickets were sent to the Secretary for that purpose.

Upon the question of renewing Certificates, an interesting discussion ensued, participated in by Dr. Fitzgerald, Dr. Schellhouse and Mr. Marks.

On motion of Mr. Marks,

Resolved, That this Institute applauds the spirit of that woman teacher of San Francisco, who upheld the honor of the Life Diploma by accepting a minor position rather than submit to a re-examination for the High School.

Adjourned until evening, half past 7.

EVENING SESSION.

Dr. Carr, of the State University, was introduced, and after paying State Super

intendent Fitzgerald a complimentary tribute, gave a glowing description of the enthusiastic efforts, under the inspiration of the pious and public-spirited Sarmiento, in behalf of the cause of education in South America. He stated that Sarmiento established the first Normal School on this coast, in Chili. As usual, Dr. Carr's lecture was excellent.

T. J. Alley, of Napa, favored the Institute with a poem entitled "Waiting for Thee," which was well appreciated by the audience.

Prof. Knowlton then read "The Hypochondriac," which was greeted with immense applause. This was followed by the reading of "Tight-fittting Dresses," and a selection from Mark Twain, both of which were well received by the audience.

Adjourned until Friday, at half past 9 A. M.

FOURTH DAY.

MORNING SESSION.

Institute opened at the proper time, Supt. Fitzgerald in the Chair.

A fine selection of music was given by the choir, under the direction of Prof. Elliot, Mrs. Reichart presiding at the piano.

After the reading of Resolutions, a warm and able discussion ensued in relation to their adoption, participated in by Mrs. Penwell, Misses Kennedy and Dolliver, and Dr. Fitzgerald and Messrs. Godfrey, Stone, Smith, Wilson, Johns, Baker, Fenton, Yates, Lannon, and Dr. Lucky.

On motion, the time of speakers on Resolutions was limited to five minutes.

REPORT OF THE COMMITTEE ON RESOLUTIONS.

We, your Committee on Resolutions, respectfully report: that of fifteen sets of Resolutions handed to us, we have rejected two, and received the thirteen, which we now present.

C. C. Cummings,
Bernhard Marks,
J. G. Kennedy,
Mrs. Nevins.

Resolved, That the State Teachers' Institute, as heretofore conducted, though successful in drawing out talent of no ordinary order, has failed in carrying out the purpose for which said Convention was originally intended, viz: The dissemination among teachers of improved methods of imparting practical instruction.

Resolved, That while in Lectures and Essays we recognize agreeable and ready methods of cultivating the mind, we deem a series of strictly class exercises the real desiderata of instructors from districts at home and abroad. Not adopted.

Resolved, That we recommend to the next Legislature the propriety of enacting a special Act, whereby those cities and towns which have not changed their text-books of History, shall have the right to use the present series until they choose to change. Not adopted.

Resolved, That Third Grade Certificates should be granted to qualified applicants, without regard to sex. Not adopted.

Resolved, That the members of this Institute regard a method of teaching and school discipline founded upon a distinct recognition of the natural laws of mental action as an important desideratum, and entertain a reasonable hope that a system more in accordance with nature's methods will be employed in the school room. Indefinitely postponed.

Resolved, That the State Superintendent be requested to hold the next session of this Institute in the Normal School Hall, in the City of San Jose. Not adopted.

Resolved, That the proficiency in reading exhibited by the little children, after brief periods of instruction, introduced by Dr. Biggs, has established a *prima facie* case for the merits of the method employed, entitling it to further public attention. Indefinitely postponed.

Resolved, That we recommend all editors to open Educational Departments in their papers, as the most effective means of awakening a general interest in the subject of education. Adopted.

Resolved, That this Institute requests the next Legislature of California to provide for the maintenance of a free school for ten months, in each district in the State. Adopted.

Resolved, That a Committee of five be appointed by the Chair, to present the subject to the proper authorities.

The following Committee was appointed:

G. K. Godfrey, of Siskiyou, Chairman; Dr. A. Trafton, of Sacramento; W. F. B. Lynch, San Leandro; Geo. F. Baker, San Jose; Miss Kate Kennedy, San Francisco.

Resolved, That while it would be humanly impossible to secure unanimity of opinion among the whole body of teachers in the matter of the merits of a list of text-books, we regard the State list as it now stands, as being highly satisfactory; and the recent changes in text-books as having conduced to its excellence. Adopted.

Resolved, That the State course of instruction, by being simplified, has been improved. Indefinitely postponed.

Resolved, That all the Public Schools of this State be sustained and managed exclusively by the State, and absolutely free, and that all the school books to supply said schools also be free; that all parents, guardians and patrons of the schools shall be compelled, under fines and penalties, to regularly and punctually send their children and wards to the schools of their respective districts. Indefinitely postponed.

Resolved, That we entertain a grateful appreciation of the uniform courtesy and unvarying kindness with which we have been treated by Supt. Fitzgerald, throughout the whole of his administration; that his official course has been distinguished not only by the purest impartiality, but also by generosity to his former political opponents; and that in taking leave of him as our official head, we ask him to accept our best wishes for his future health, prosperity and happiness. Adopted unanimously.

Resolved, That we are in favor of a compulsory law, compelling the education of all children in those branches taught in our public schools. Adopted.

Whereas, The cultivation of vocal music is acknowledged to be an important auxiliary in our schools, producing a beneficial effect on the pupils, exerting a refining influence on their natures, and rendering it easier for teachers to enforce discipline and maintain good order. And

Whereas, An instrumental accompaniment to vocal exercises, promotes exactness and precision in conducting them, and lends an additional charm and grace to the mingling of voices in concert. Therefore,

Resolved, That it is the sense of the teachers in State Institute convened, that a piano, cabinet organ or melodeon is an essential article of furniture or apparatus in every complete school, and that whenever such musical instrument is wanting, teachers should exert themselves to procure one, either by an appropriation from the school fund, through the agency of the Trustees, or by any other legitimate means at their command. Indefinitely postponed.

Adjourned until half past 1 o'clock.

AFTERNOON SESSION.

The choir favored the Institute with a choice piece of music, under direction of Prof. Elliot, Mrs. Reichart presiding at the piano.

The Questions and Answers were read by Mrs. Griffith, eliciting some interesting discussions.

REPORT OF QUESTION COMMITTEE.

As but few of the Questions reached your Committee until this (Friday) morning, they have not had time to digest and arrange their replies, fully and satisfactorily.

Some of the Questions, we regret to report, were beneath the dignity of this body, and we hope they were not the work of any teacher. Such Questions, your Committee have taken the liberty of destroying.

Ques. Which is correct—"Some one else's book," or "Some one's else book?"

Ans. "Some one else's book."

Explanation.—A phrase in which the words are so connected and dependent as to admit of no pause before the conclusion, necessarily requires the possessive at or near the end of the phrase—as "It is the King of Great Britain's prerogative."

Ques. Shall we say—"These are hen eggs," or "These are hen's eggs"?

Ans. "These are hen eggs" is a correct sentence, when speaking of such eggs in general—as "Give me five hen eggs"; but should we wish to define some particular eggs of some particular hen, we might say, "Give me five of our black hen's eggs."

Ques. "If, according to Dr. Gibbons' theory, the ladies are all degenerating into monkeys, who, eventually, will the gentlemen marry?"

Ans. They will marry *whom*, and not *who*.

Ques. "What are the objections to the use of those letters *alone* in words, which are sounded? Are there any objections other than usage?"

Ans. Your Committee were about as much puzzled to understand the meaning of this Question, as was Mark Twain by the questions of Artemas Ward, concerning the lo!e or lead—its dip or course, &c.; but finally concluded that the questioner desired to ask, if there were any objections, "other than usage," to omitting silent letters in writing words. To this, we reply, that there are several objections: the principal one, perhaps, is that we would thereby lose the genealogy of words.

Ques. "Is it in good taste for ladies to engage in fancy work, during the sessions of the Institute?"

Ans. Doubtful; and can only be excused when they have *dainty white* hands, and handsome rings to exhibit.

Ques. "Would a *true* lady insult those who are addressing the Institute, and annoy persons who desire to hear the lectures and debates, by continual whisperings?"

Ans. Most decidedly not. It shows a want of natural refinement and lack of consideration for the feeling of others, however polished or highly educated the offender may be. (From the Chair:) "How about gentlemen who whisper?"

Ans. Ditto.

Ques. Which is right—"6 and 3 is 9," or "6 and 3 are 9"?

Ans. 6 and 3 are 9.

Explanation.—The plural number of units (understood), requires a plural verb; even if the connective "and" did not require the same.

Ques. "Should not the metrical system supersede all others?"

Ans. A question like this is too broad and important for the decision of a small committee; it should be left to the Institute to discuss and illustrate its obvious merits, and the difficulties in the way of its general introduction.

Ques. "Inasmuch as this Institute costs the State and individuals an aggregate of $10,000, or $2,500 per day, can we afford to devote so much time to 'select readings'?"

Ans. Members of the Institute should decide the question for themselves; they know, or ought to know, what they need. The Committee, however, think that practical and *professional* lectures, together with class exercises, should have the preference; select readings being used as a rest, after the more solid work.

Ques. What right, if any, has a teacher to interfere with a child's dress, in the school room?"

Ans. That depends on the cause. If a pupil is dirty or ragged, the teacher most certainly has a right to interfere, while water and patches are possible. But otherwise, while he may suggest the most suitable or appropriate dress, for the school room, no *authority* should be used, as it might interfere with a parent's preference and right. No general rule, for or against, boys wearing overcoats, or girls wearing shawls, ought to be made, as the health, or even life of a child, may depend on an individual sense of comfort.

Ques. "Why do teachers so generally fail in teaching spelling?"

Ans. The English is formed from many languages, gathered without reference to rules or sounds; consequently, it cannot be learned by sounds or rules. Instead, it requires a constant use of the eye, and so many fail because they address the ear rather than the eye—practice oral rather than written spelling.

Ques. "Is it a good example for prominent teachers to absent themselves from the sessions of the State and County Institutes, when called according to law, and yet draw their pay from the school fund, for the time devoted to such Institutes?"

Ans. The *example* of *prominent* teachers is of less consequence than the *action* of each individual teacher. No one, with a high sense of right and wrong, would accept pay for duty not performed.

Ques. "Are calisthenics desirable in country schools?"

Ans. Country pupils require physical culture as well as city pupils.

Ques. "Is it a teacher's duty to visit the parents of his pupils?"

Ans. When there is no danger of motives being misconstrued. But teachers should use great care in maintaining the dignity of their position. An acquaintance and co-operation with the parents is always desirable, and of great assistance to a wise teacher. Yet it may frequently prove more judicions to politely request the parents to visit you. And parents, having the greater interest in the child's present as well as future welfare, should consider it *their* duty to visit the teacher.

Ques. "What constitutes corporal punishment?"

Ans. Any punishment that causes bodily pain. A blow may be so light that it will not really constitute corporal punishment; while a child may be made to stand in such a position, or for such a length of time, that it will cause great bodily pain.

Ques. "Ought not our State Institutes to close with re-unions becoming the dignity and responsibility of our profession—re-unions to which cultivated minds, and not well-trained feet, are the proper passports?"

Ans. If all minds were of the same cast, then one form of pleasure would please all. As it is, one prefers literature, while others prefer to

"Come and trip it as we go,
On the light fantastic toe."

Or, as our State Superintendent somewhat less poetically expresses it, "practice nocturnal calisthenics." Those who choose to exercise "well cultivated minds," rather than "well-trained feet," always have that privilege; and those who delight in "calisthenics," ought to have the same privilege accorded them.

Ques. "Will those city teachers who have not regularly attended this (County as well as State) Institute, lose their pay?"

Ans. This Committee cannot say; but think if there is no law to punish their absence, there ought to be. It may be, however, that the loss of much that is valuable in the world of thought will prove a sufficient punishment.

Ques. "Should teachers who are successfully engaged in teaching, be re-examined?"

Ans. As well ask if a physician, who is successfully practicing medicine, or a lawyer law, should be re-examined. Having once earned a place in the profession, *success* should be the only standard, unless the teacher desires to enter a higher grade.

Mr. Dennis Townsend, of Amador, came forward and informed the Institute in relation to his method of teaching Geography, which is by the use of a newly invented and simple paste-board folding globe, which can be easily transformed into a map with flat surface. The direction and location of different portions of the earth with this globe, are easily comprehended by young minds. Mr. Fenton objected to it, because it represented an unnatural transformation of the earth. Mr. Townsend thought it the only true method of teaching Geography to young minds.

On motion of Mr. Godfrey, the use and adoption of Mr. Townsend's globe were recommended.

Dr. Spencer, of Oakland, entertained the Institute with some very interesting readings. "The Bloomsbury Christening" of Dickens, afforded great delight to the auditors, and elicited unbounded applause. This was succeeded by the reading of a "Caudle Lecture," and "Hans Breitman."

A resolution was offered by Dr. Trafton, which read as follows:

Resolved, That the thanks of the State Teachers' Institute be extended to the C. & S. P. and W. P. R. R., and all other lines of transportation that have extended their courtesy to Delegates to this Convention; to Mr. Preston, the Janitor, for his very efficient services; to Prof. Elliot, for the able manner in which he has presided over the Musical Department, and to all others who have contributed in any way to the success of the occasion.

After some appropriate and very sensible valedictory remarks by Supt. Fitzgerald, the Institute adjourned *sine die*.

C. D. McNAUGHTON, Sec'y.

CLARA G. DOLLIVER, NELLIE S. BALDWIN, } Assistant Sec'ys.

STATE BOARD OF EDUCATION.

The State Board of Education met at the office of the Superintendent of Public Instruction November 11. Present—Messrs. Trafton, Lucky, Widber, Furlong, Robertson, Jones, Leadbetter and Fitzgerald. Dr. Trafton was called to the chair. Minutes of last meeting read and approved.

Life diplomas were, on the recommendation of the State Board of Examination, granted to the following teachers: Warren Abbott, of Contra Costa county; Frank Power, Nevada City; J. G. Kennedy, Wm. W. Kennedy, Santa Clara county; James M. Guinn, Los Angeles; S. D. Waterman, Stockton; W. W. Holder, San Francisco; C. A. Menefee, Napa county; Chas. T. Johns, Santa Cruz county; Dr. A. Trafton, Sacramento; G. W. Jones, Sonoma county; J. B. Finch, San Jose; Silas A. White, San Francisco; A. L. Fitzgerald, Santa Rosa; L. D. Allen, San Francisco.

On motion of Dr. Lucky:

Resolved, That a committee be appointed to report, at the next meeting of the Board, regulations for examination of teachers by State, City and County Boards of Examination. Adopted.

Committee: Lucky, Widber and Jones.

The following resolution was adopted and ordered to be spread upon the minutes:

Resolved, That we, the members of the State Board of Education, do hereby tender our thanks to Hon. O. P. Fitzgerald, State Superintendent of Public Instruction, on his retiring from office, for the prompt and efficient manner in which he has presented all business pertaining to this Board, and that we remember with pleasure his association with us as a member of said Board of Education of the State of California.

[Signed,]

N. FURLONG,
W. T. LUCKY,
GEO. W. JONES,
W. A. ROBERTSON,
J. H. WIDBER,
W. R. LEADBETTER,
AUG. TRAFTON.

BUTTE COUNTY TEACHERS' INSTITUTE.

OROVILLE, Nov. 1, 1871.

Pursuant to the call of Lewis Burnham, Superintendent of Common Schools, Butte county, the Institute commenced in the hall of the Grammar School, on Wednesday, Nov. 1st and closed on Friday, Nov. 3d.

Officers—Lewis Burnham, President; J. C. Gray, Vice President; S. S. Boynton and Clara Clindinin, Secretaries.

Committees: Arrangements—S. S. Boynton, J. T. Gilman, W. J. King, Maggie Morrison. Introduction—D. W. Jencks, Bell Granger, Kate Hutchinson. Resolutions—J. C. Gray, D. W. Jencks, V. P. Richards, Miss A. F. Stubbs, Kate Hutchins. Music—Kate Hutchins, Bell Granger, D. W. Jencks, W. J. King, V. D. Richards.

Lectures—"Land of the Saracen," by S. S. Boynton; "School Economy," by D. W. Jencks.

Essays—"Physical Geography of California," by S. S. Boynton; "Bible in the School-Room," by J. C. Gray; "What more is needed to perfect our School System?" by C. H. Kungle.

The following members were enrolled:

Lewis Burnham, W. Y. Bliss, S. S. Boynton, A. Bradford, J. W. Brier, M. Brier, Jennie Costar, Linda Culver, Clara Clindinin, Bell Carter, Cornelia Dewey, Millie Elliot, Clara Ford, Katie Furnell, A. S. Furnell, Emma A. Gass, R. H. Gorril, Nettie Givens, J. T. Gilman, Bell Granger, J. C. Gray, Kate Hutchins, D. W. Jencks, W. J. King, C. H. Kungle, R. DeLancie, Mattie Moore, Maggie Morrison, J. G. McMillan, V. P. Richards, T. A. Rogers, O. E. Swain, Miss A. F. Stubbs, Mary M. Sparks, A. W. Vance, Mary E. Woodward, Ettie Wilson.

After the organization of the Institute on Wednesday, the first subject presented was that of Penmanship, by D. W. Jencks, of Cherokee. Mr. Jencks believed one of the principal faults in teaching penmanship was letting pupils write too much. He thought it as well to let young pupils write on simple words as on principles and elements, as he believed in cultivating the eye as much as possible. Pupils should be taught to hold their pens correctly with regard to both hand and arm, before they are allowed to write any. For arm practice his larger pupils used writing paper without regard to their copy books.

Mr. Gray believed in having each pupil write from the same copy—the faults to be written upon the blackboard by the teacher and corrected by the school. He did not think it made any great difference whether a teacher was a fine writer or not, so far as his ability to teach penmanship was concerned.

Mr. Rogers made some pertinent remarks which the Secretaries failed to note.

Mr. Richards thought more depended upon training the muscles of the arm than upon any other one thing.

After the close of the remarks on penmanship, J. C. Gray arranged a class from tha teachers present and illustrated his method of using Swinton's "Word Analysis." This work he believed to be one of the best ever introduced into our public schools, and one he felt they were in need of. He had been a member of the County Board of Examination a number of years and had found that more teachers failed in spelling and defining than in any other branch.

W. J. King next presented his method of teaching Physiology, and received some marked compliments from Superintendent Burnham who had visited Mr. King's school.

The subject next in order was Orthography which was discussed at length by Messrs. McMillan, Bliss, DeLancie, King, Jencks, Kungle, Rogers and others, but the Secretaries have mislaid the notes taken. A majority of the teachers seemed to be in favor of written rather than oral spelling.

On Thursday, after an excellent song, excellently sung, D. W. Jencks ably illustrated general Geography and Map Drawing. He drew outline maps upon the blackboard to show how he taught the subject. Many general questions were asked and the class, embracing nearly every teacher present, finally sat down upon the question, "What island at the entrance of Hudson's bay?" Most of the teachers spoke decidedly in favor of blackboard map drawing, believing it to be *the* way of teaching geography.

Mr. DeLancie rendered an interesting poem.

Calisthenics were *strikingly* presented by T. A. Rogers. The members of the Institute formed themselves into a class and went through the exercise for perhaps ten minutes. But few of the teachers had used calisthenics, but those few spoke strongly in favor of their being made a daily exercise.

The subject next in order was Reading and Elocution, by Rev. J. W. Brier. Mr. B. gave a number of fine illustrations of the different tones and styles of reading, explained what kind of reading was best adapted to strengthen and enlarge the vocal organs, and concluded by rendering Poe's "Raven" in a masterly manner. On motion a vote of thanks was tendered Mr. Brier for his able and instructive reading.

After a short recess, School Discipline was taken up and discussed at length. The Secretaries failed to note any new or strange methods of governing a school.

On Friday, after the Institute had been called to order, the Music Committee made a *musical* report which deserved cordial praise.

The subject in order was Compulsory Education, and the discussion was opened by Mr. Jencks. He believed many things should be taken into consideration besides a mere law compelling children to attend school. More school accommodations would have to be provided, and the school tax would have to be increased. Mr. DeLancie did not believe in compulsory education. He thought it was a centralization of power. If a man could be compelled to send his children to school he could be compelled to send them into the army, or any where else. Yet he did not see without compulsory education how we could make our word good to the capitalist, whom we taxed in order to educate the children and told him in return, his life and property would be more secure. Mr. Gray believed a State had as much right to educate a child as to punish a felon. Cited Germany as a precedent. Mr. Bliss thought the State and Nation had a right to demand and enforce education; that it depended upon the parents or the State. If the first fails to educate a child, then the State has a right to enforce that education. Mr. Richards believed the principle was good, but that it was inexpedient to put it into practice. Thought it better to make a law compelling a man to be able to read and write before he could become a voter. Mr. Kungle wished to know, of those in favor of the system, what plan they would adopt; how long should school terms continue; should a man be compelled to send his children all the time, and if not, what part of the time? Mr. King was for it if it would not work against the liberty of the people. He thought it would be difficult to put such a law into force—considering all circumstances—if it were passed. Mr. Rogers was rather in favor of compulsory education, and alluded to the fact that a large pro-

portion of criminals were ignorant. Mr. Kungle refused to consider an ignorant man a nuisance, as he had understood some gentleman to say. He showed what some ignorant men had done, and could do for a country. Alluded to Jasper, who was an ignorant man. Mr. Gray believed in furnishing facilities, so that all children could attend school, and then if they were not sent, it might be well to compel attendance.

The discussion lasted nearly two hours, and most of the gentlemen present expressed an opinion either for, or against compulsory education, but not a single lady had a word to say on the subject.

At 2 P.M. Mr. R. H. Gorril, C. E. of the Pacific Bridge Company, was introduced and proceeded to illustrate the method of teaching Grammar and Arithmetic. Several new and interesting points were explained, but owing to want of time, he could not illustrate the subjects fully. Vote of thanks to Mr. Gorril.

The method of teaching Arithmetic was continued by Messrs. Gray, Bliss, King, DeLancie and others.

On motion, a committee was appointed to draw up an article for publication, embodying the views of the Institute on "What more we need to perfect our School System." Messrs. Gray, Bliss, Jencks and Boynton were appointed on said committee.

A short time was amusingly spent in answering the various questions that had been submitted to the Institute.

The Committee on Resolutions made the annexed report, which was received, and Committee discharged.

WHEREAS, We recognize in Teachers' Institutes a great means of awakening enthusiasm, developing ideas, and increasing the knowledge necessary for successful teaching. Therefore be it resolved,

1. That no public school teacher should voluntarily absent himself from any regular session of a County Institute, and that we recognize the failure to attend as a confession of indifference to and a lack of interest in the cause of education, which needs the severest censure of this body.

2. That all teachers should be allowed two days of each term for the purpose of visiting schools, that they may see and become acquainted with the particular methods of arrangement, classification and conduct of each others' schools.

3. That we recognize in the introduction of Swinton's "Word Analysis" into our public schools a work of great benefit to the pupils.

4. That the thanks of this Institute are due and are hereby tendered to our County Superintendent, Lewis Burnham, for the thorough and impartial manner in which he has discharged his duties as County Superintendent.

5. That the thanks of this Institute be tendered to our worthy Secretary and Assistant Secretary for the able manner in which they have reported the proceedings of this Institute.

After a closing address from Supt. Burnham, the Institute adjourned, *sine die*.

A Social Reunion came off in the evening at the St. Nicholas Skating Rink.

S. S. BOYNTON, }
CLARA CLINDININ, } Secretaries.

THE proceedings of the State Institute and other important and valuable matter abridge our editorial space to very small limits indeed.

PARTICULAR NOTICE.

Any readers of this journal who have in their possession spare copies of the Biennial Report of the Superintendent of Public Instruction for 1868–69 will confer a great favor upon the undersigned by forwarding them to this office. And if any friend has a copy of said document that he *can* spare, I most earnestly ask him to send it on at once.

O. P. FITZGERALD,
"Cal. Teacher."

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—— ——.....Assistant

COURSE OF STUDY.

To secure admission into the Junior Class, applicants must pass a satisfactory examination before the Board of Examination in the county in which they reside, on the following subjects, viz.:

Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

JUNIOR CLASS—*First Session.*

**Arithmetic*—Robinson's Higher.
**English Grammar*—Brown's.
**Geography*—Monteith's.
**Reading*—McGuffey's 5th Reader.
**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.

Exercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

CALENDAR FOR 1871–72.

First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

For additional particulars, address

REV. W. T. LUCKY, A. M., PRINCIPAL, San Jose.

March 25th, 1871.

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THE

CALIFORNIA TEACHER.

JANUARY, 1872.

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THEORY OF A STATE SCHOOL SYSTEM.

Delivered before the California State Teachers' Institute, November 7th, 1871, by Professor GROVE K. GODFREY, Superintendent Common Schools, Siskiyou County.

[Owing to the great length of this address, we are compelled, reluctantly, to omit a considerable portion of Mr. Godfrey's preliminary argument. The alternative was to divide it, and for a special reason this was not done.—EDS. TEACHER.]

By what means shall a nine months school be secured to every school district in the State, the poorer and smaller, as well as the larger and richer ones? What system of taxation shall the State adopt in raising funds to educate all the children at public cost?

As the public school system is engaging the attention of our citizens in regard to taxation to create a greater revenue, for a uniform school term in all the school districts in the State, it behooves us as good citizens to contribute liberally for school purposes, that all our children may derive equal benefits of a common school education.

The proposed theory of taxation which I would urge on the Legislature for lengthening the schools to a uniform term of nine months for all the school districts in the State, will be somewhat in advance of the times. This is a progressive age, and the sooner the people come to this theory the better, for the time is not far distant when all our children will derive equal benefits of a free public school education.

The California public school system is a State institution, and was established upon the principle that the entire property of the State should educate alike all the children of the State. The framers of the

State Constitution designed education to be universal, and free as are water, air and sunlight, so that every child in the State should be afforded the opportunity of a common school education at the expense of the State. But a very meagre school law was first framed, on account of the sparsely settled population, to provide funds for the education of all the children. Like all State educational systems, which go slow, our public school system could not have been an exception to this rule. Slow growth, from small beginnings, is the law of educational progress in this State. During the past twenty years, in which our State school system has been in operation, our Legislature has amended and revised the School law nearly every four years, to meet the wants of the people, and it has not yet reached the point designed by the framers of the State Constitution.

The School law approved May 3, 1852, by our Legislature, under the administration of Mr. Paul K. Hubbs, contained the first law authorizing the respective counties to set apart five cents on the one hundred dollars valuation of taxable property. Here was the beginning of the county tax revenue for school purposes. And from that day to this, our Legislature has treated our public school system as a charitable institution. Aside from special taxation, our present system of school revenue from the State and county is scarcely sufficient to keep a three months school in a majority of the school districts, when it costs on an average $11.45 per head last year in California.

Section 90 of the California School Law says: "The Boards of Supervisors in each county shall annually levy a county school tax; the maximum rate shall not exceed thirty-five cents on each $100 valuation taxable property in the county, nor the minimum rate to be less than sufficient to raise a sum equal to three dollars for each child in the county between five and fifteen years of age."

In a majority of the counties the Boards of Supervisors levied only the three dollars to a child, and in some counties only twenty-five cents, which, in the aggregate, is less than three dollars to each child. This does not create a sufficient revenue, with the State school fund, to sustain a school three months; consequently a large number of the districts have to resort to special taxation, although that change made in the School Law of 1870, striking out Section 102, relative to maintaining a five months school, and introducing Sections 98, 99 and 100 to maintain a school eight months, was meant to extend or lengthen the school term in a majority of the school districts.

Provided these sections were operative in their general application, it would in 150 districts in the State work hardships, as 28 children

would not exempt a district, it matters not if the district had not $100 of taxable property; and if the district had $75,000 taxable property, and one child of legal age, it could not be exempted. Those districts which are poor and sparsely populated would be denied the benefits of more than a three months school, whilst the richer and more populous ones would be favored with eight months schooling, which would be inconsistent with the principles first established, that the entire property of the State should educate alike all the children of the State at public cost.

When the poorer school districts fail to make a proper showing of facts to be exempted, the special tax will be heavier, whilst in the richer districts the tax will be lighter; consequently the school law will work hardships, on account of taxation not being equal and uniform for the education of all the children in California.

For the same reason a school system of township government, as existing in Ohio, New York, Illinois and Pennsylvania, having from six to ten schools in each township, maintaining a uniform term, and paying for the same partly by a State school tax, and the deficit, the largest portion, by taxing the whole property of the township, would not work without hardships in our mountains and sparsely settled communities, if organized into townships, as taxation would not be equal and uniform. It must be self-evident that in a State system of education, *inequality* is injustice to both taxpayers and children. Like Jacob, the State favors one district to the injustice of the other. The State should not be partial in dispensing her favors in educating all the children.

Hon. O. P. Fitzgerald, our worthy State Superintendent, stated this matter of a State system of educational inequality exactly, when he said: "The disability falls upon the more remote and sparsely settled districts of the State. Is it not a crying injustice that those citizens whose enterprise and courage lead them to pioneer the advance of American civilization, incurring the hazards and hardships of the frontier, should for their enterprise and courage be made to pay the penalty of seeing their children grow up in ignorance? For this is the penalty. Who does not know that a three or five months school is a mere pretense to education? To hold a three or five months school out of twelve, and then close it for the remainder of the year, with a new teacher after this long suspension, is simply to make a farce of the whole thing. Thus in many localities, while keeping up this absurd show of education, the children are growing up in ignorance."

No truer sentiment was ever uttered; and the common sense of our

people has already perceived this, and the bitter experience of many of our citizens who were taught in this fragmentary style intensifies their conviction of the inefficiency and absurdity of such a system. Then, this existing inequality of school privileges and taxation is an injustice that should be remedied at an early day by our next Legislature. From this brief review we may glean some light to guide our action in the future.

The matter of harmonizing a school law and school taxation with any system of local government, has always been difficult. But difficulties can be overcome. We need a school law providing all the machinery necessary for setting in motion a comprehensive system for the education of all the children in the State of legal age, at public cost. A school law can be adapted to the different conditions of all classes and communities—the smaller and poorer districts, as well as the larger and richer ones. A school district containing twenty children of legal age, whose taxable property is estimated only by hundreds of dollars, should no more be deprived of the privileges of an education at public cost, than one containing forty children, whose taxable property is computed by thousands of dollars. For the same reasons, districts having few children, in sparsely settled communities, should receive a sufficient amount of funds to maintain schools the same length of time as a rich district having many children; although the cost may not be so great in the former case as in the latter.

Time has proved that in its leading features our school system is a fragmentary affair, of very defective character. But now the time has come for a school system more comprehensive in its scope and a more general application everywhere throughout the State, which will meet with success, and proving, beyond cavil, that it is peculiarly adapted to the genius of the American people and to our republican form of government. My opinion is that the State should employ its revenue primarily in the education of its children, believing that this is the true and substantial foundation of all happiness and prosperity. This established, it follows as an axiom that the property of the State should educate the children of the State. The only question then is, as to the most judicious and beneficial use of such funds. The amount so expended should be a secondary consideration, and hence I think that a general State school tax should be levied, and equally assessed upon the whole taxable property of the State, irrespective of county or town or city, and without discrimination.

The Constitution of this State provides for the formation of a permanent, irreducible school fund, the interest of which from the sales of

public lands, together with the proceeds of a ground levy of ten cents on every one hundred dollars on all the taxable property of the State, is annually distributed among the several districts in the State. I therefore would recommend and urge upon our Legislature the following plain reflection, as the most feasible theory of a public school system to increase the public school fund, so as to secure a nine months school in all the districts of this State. Now that the roads in the State are in a tolerably good condition, I would recommend the decrease of the road tax in every county. How it is in other counties I cannot say, but the road tax in Siskiyou County, as now levied yearly, is the same as the county school tax. This, together with four dollars poll tax per capita, creates a greater revenue, which is spent for the laying out and improvement of roads, than both the State and county school fund for schooling the children. Also, that the State school tax be increased from ten cents to twenty cents on each $100 valuation of taxable property throughout the State, to be levied by the Board of Supervisors of each county, and collected at the same time and in the same manner as other taxes are collected. The whole amount of distributable State fund to be apportioned among all the school districts in proportion to the enumeration of the youth of legal age. Each county to redistribute its share of the State school fund in proportion to the number of pupils in each district. This levy should be based upon the report of the County Superintendent to the State Superintendent; and the County Superintendent's report should be based upon the reports of the District Trustees and Census Marshals, as heretofore.

Without illustrating my ideas generally and specifically, I would simply do this, viz: Frame such a law as would require the District Trustees and School Census Marshals to report in good season the number and ages of all children in each school district, and the probable amount, including specified indebtedness of all kinds, necessary to maintain the school for the uniform term specified; each schoo district to build its own school-houses.

Then, on this basis, let the County Superintendent in each county, on or before the first Monday in January in each year, furnish to the Board of Supervisors an estimate in writing of the cost of maintaining a free school for nine months in each and every school district in the county, together with the cost of incidental expenses; and also an estimate of the amount of State school fund to which each district will be entitled during the year, and the amount necessary to be raised in the county to support a nine months school.

Upon the County Superintendent's written statement of the estimated

cost of maintaining all the schools in the county a uniform term, the Boards of Supervisors should levy the required amount outright on the whole taxable property of the county, as per last county assessment roll, to be collected as other county taxes are collected, and paid into the County Treasury; whence it should be apportioned by the County Superintendent to the various districts, according to the whole estimated cost of maintaining all the schools, regardless of the number of children.

I would strike out Sections 98, 99 and 100 from the School Law, and exempt no district, poor or rich, great or small, from the requirement to maintain a uniform term of nine months school; and would amend Section 90, so as to read as follows:

SECTION 90. The County Superintendent in each county shall, on or before the first Monday in January in each year, furnish to the Board of Supervisors an estimate, in writing, of the cost of maintaining a free school for nine months in each school district in the county, together with the cost of incidental expenses and necessary repairs; and also an estimate of the amount of State school money to which each district will be entitled during the year, and the amount necessary to be raised for each district to support a school nine months, regardless of the number of children.

SECTION 91. The Board of Supervisors, except in the City and County of San Francisco, of each county, shall annually, at the time of levying other county taxes, levy a county school tax upon the taxable property of the whole county, in which there shall be a deficiency as shown by the written statement of the County Superintendent, for an amount which, together with the State school money to be received, shall be sufficient to maintain all the schools in the county a uniform term of nine months during the year; and said tax shall be equalized and collected in the manner provided for equalizing and collecting State and county taxes.

SECTION 92. The collector shall pay over the money so collected to the County Treasurer, who shall receive it as a special deposit and pay it over on the warrant of the County Superintendent, in the manner provided for the payment of State and county school moneys. If the Supervisors fail to levy said tax as herein provided, then the Auditor shall levy the amount of said tax as herein provided, and add the tax to the assessment roll. In case the Supervisors and Auditor shall refuse or neglect to levy the amount of tax herein provided, the Superintendent of Public Instruction shall deduct five per cent. from the next succeeding annual apportionment of the State school fund due to that county, and shall withhold it and apportion it to other counties of the State.

Should the Legislature adopt this theory, the rate of county school tax ought not to be a fixed number of dollars on a hundred, all over the State, but it should be adjusted to a certain per cent. of taxable property on the amount to be raised in each county. Some counties would require a greater levy and others less—just according to the wealth of the county and the cost of maintaining all the schools, upon the statement of the County Superintendent.

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The entire support of schools by State taxation I do not advocate. My opinion as regards this theory is, that a law authorizing the State to levy a direct school tax upon all the taxable property of the State, suffi-

cient to maintain all the schools in the State a uniform length of time, would not work equally and uniformly in apportioning the funds to the respective counties, according to the cost of maintaining all the schools, as some of the mountain counties are sparsely settled, having a small amount of taxable property, whilst other counties are richer, having a centralized population. In the wealthier and more populous counties, teachers' salaries and the cost of schooling would be greater than the poorer and sparsely settled counties, and therefore would work hardships. For this reason it would be unjnst on the taxpayers of the State for the Legislature to authorize the uniform levy of a school tax outright upon the whole taxable property of the State, sufficient to maintain all the schools in the State a uniform term. This would be giving the State too much authority, and retard the workings of our public school system; consequently the Trustees and patrons of the districts would take but little interest in employing teachers and schooling the children.

On these grounds I equally oppose a national school system, whose center would be at Washington. A move has lately been made in Congress to establish a national system of education. The policy of this scheme to establish a national system of education is diametrically opposed to the theory and practice of our National Government, to the views of the founders of the Republic, and to a sound political philosophy. The people of the respective States want no political scheme established in favor of a national organization for school purposes, centralizing, as it would, at the National Capital, all power to control educational affairs in these United States. A national aid should only be made the means of securing proper State and local action. A national bureau of education such as we now have, for compiling and printing public documents for distribution, is sufficient to co-operate with State systems of public schools, to give them unity and efficiency.

Instruction at public expense has heretofore been admitted to be among the matters wholly under State control; and, consequently, the intelligence and general progress of the people of the different sections of the country have varied with the plans, more or less efficiently adopted in different States for the education of the masses. A portion of the school fund had better be raised in the respective counties, as our State machinery is run by county organizations, in raising revenue to keep it in operation. Some counties are rich and nearly out of debt, and others are poor and in debt, and if the State raised the whole school fund, Siskiyou and some other counties would be paying money out to educate the children of Lassen, Fresno, Lake, Mono, Trinity

and Del Norte, as these counties are badly in debt and have a small amount of taxable property.

By the present system of distribution of the State and county school tax, those parts of the county which have the greater centers of wealth are forced to pay taxes which go to support other parts, whose taxable property is small and the children are numerous. Everybody knows that the taxable property in the towns and cities generally bears greater proportion to the number of children than the wealth in the country districts to the number of children in the rural districts. Sacramento, San Joaquin, Yuba, Sonoma, and a number of other counties, pay more State school tax than they receive. Agricultural and mining counties increase or decrease the rates of taxes, according to their indebtedness and the expense of keeping up a healthy organization. Were the rates of county taxation the same in all the counties of the State, this perhaps would not be so great injustice. What is the consequence? Those few counties, having a small amount of taxable property, are obliged to make up the deficit, by local and special taxation, to maintain schools from three to five months. What is the reason of this great disparity? San Mateo County has nearly $3,000,000 taxable property, and assesses her property about one-fourth its cash value, thereby cheating the State out of $40,000 State fund annually. San Francisco assesses her property at the rate of about one-tenth, and does not pay so much property tax according to her wealth as interior counties. Interior counties assess about one-third cash value of taxable property. Yet San Francisco advertises that the banks and insurance companies and various corporations have more cash capital on hand than the whole amount of property assessed in the city and returned on the assessment roll.

The theory of a State school system which I have set forth to meet the demands of the times, will be more equal and uniform in taxation, and apply with equal justice to large rural districts sparsely settled, as well as to smaller districts with centralized population, bearing alike upon all taxpayers in each county in the education of the children.

A revenue school law should be plain, simple and stable, and of uniform application everywhere throughout the State. The most serious defect in the present law is, that it fails to secure a full, fair and equal valuation of the taxable property of the State. The difficulty originates mainly in the effort made by counties to escape their proportionate share of the State taxes, and the custom of undervaluing real estate has become so fixed and settled as to call for legislative interference.

Collecting revenue is necessary to the existence of the Government, but a revenue derived by an unequal effect upon the citizen is a curse. A revenue derived by favoring one section or individual is a violation of the principles upon which our Government is based. The collection and disbursement of a revenue being the exercise of sovereign prerogative, if unequal and oppressive is an abuse, therefore an arbitrary exercise of power.

Our State Legislature at its next session should revise the powers of the State Board of Equalization, so that this Board shall have full authority to compel County Assessors, through the Boards of Supervisors, to conform to the legal, uniform standard of assessing and collecting revenue, and not leave them as they are, to their own caprices and contingencies.

As we have a Government, it must be supported and the machinery kept in operation. It, therefore, exacts from the people a portion of their earnings for its support. Obviously these exactions should be entirely equal and uniform, and every one should pay exactly according to his or her productive success. Entire uniformity should be reached to bear equally upon all. If entire uniformity cannot be reached it should be approximated. The entire property of the State, real and personal, should be assessed at its cash value. The assessment roll should make this exhibit. The cash standard is what it would sell for at cash, if put upon the nearest market.

Taxation will never be uniform throughout the State, so long as each county allows her Assessors to make their own system of assessing revenue. Many have supposed that assessments made upon full cash value would increase the rate of taxation; on the contrary, the rates would be decreased. Suppose the next assessment should be double the aggregate valuation, then the rate per cent. of taxation would be decreased one-half. Fifty cents per hundred dollars on five millions, produces an amount equal to one dollar per hundred on two and a half millions. The way to secure low taxes is to place the property on the assessment roll at its true cash value.

We need a unity of system in revenue school law, with such supervisory control as may be essential in securing efficiency in execution. No school system can work well or last long without revision, which does not blend itself harmoniously with all the revenue and other laws of the State, depending on local governments for execution. In other words, no system can be made complete except through general revenue laws with which it is to have connection.

There should be but one assessment for all taxes—State and County

and local—one equalization and one collection for all taxes for State and county jurisdiction. The county school tax should be levied by the Boards of Supervisors, assessed and extended on the State and county list, and collected at the same time and by the same officers as the State and county tax. The power to assess, equalize and collect all these taxes, should be lodged in the Board of Supervisors of the respective counties, and compelling Assessors to assess all the property in an equal and uniform manner, at its true cash value.

This will do away with district local taxation in the State, and thereby save thousands of dollars. There should be no corporate district division executing the revenue law.

The California School Law is ineffectual in this, that it is complicated and inconsistent, and requires too much action on the part of the Boards of Trustees of the various districts in order to meet with a full compliance with the requirements thereof. And when the list of delinquent school tax payers passes into the hands of the District Attorney for collection, the assessment and return thereon must have been made strictly in accordance with the law provided in such cases, else no suit can be maintained for the collection thereof.

These are some of the principles of a uniform public school system which occur to us as of vital importance. This construction makes the provisions entirely consistent with each other and with the general framework of the State Government. It will inaugurate a wise and efficient economy in the whole system of public school instruction.

A public necessity has always been felt that something should be done to supply this gap in our system. The recognition of this necessity has often taken the form of legislative expression, bue generally such expression has been so special in extent or character of power, or so limited to particular localities, and the machinery provided has been so cumbersome and expensive, and, above all, so imperfectly adapted to general State laws which are dependent upon local governments for execution, that failure has followed. May we, therefore, reasonably hope that this question will now be considered upon its merits, and not in the blindness of prejudice and suspicion. If it be clear that the old system of revenue and apportionments of county school funds is best adapted to our wants, let us continue it; but let us also ascertain whether the system I have set forth would not still better answer our wants.

We are a progressive people, and let us try expedients in well digested plans and superior systems of public school education. The people of all governments like to follow in the old grooves that were

travelled by generations before them, and made sacred by time, and are loth to give countenance to any innovation or change.

I believe, then, in conclusion, that the question for American statesmen is not how little, but how much, can the State properly do for the education of its children—that the one thing most precious in the sight of God and all good men is, the welfare and growth of the immortal mind, and that to secure this, Legislatures should go to the very verge of their constitutional powers, and Courts to the limit of liberality of construction, and Executives to the extreme of official prerogative.

COMPULSORY EDUCATION.

[EDITOR CALIFORNIA TEACHER—*Dear Sir:* The enclosed Essay was delivered at our County Institute, and by vote of the Institute Miss PIERCE was requested to furnish it for publication in the TEACHER.]

Respectfully,

H. E. MCKINNEY, Co. Superintendent.]

Mr. Chairman, Ladies and Gentlemen: I have not come before you today with an elaborate Essay, or an eloquence which shall move you to laughter or melt you to tears; but to give you a few of my ideas, hoping to call forth the opinions of the teachers on the most important question now before the State—"Compulsory Education"—*important* not to educators alone, but to every citizen of this great State, who has its welfare at heart.

"Compulsory Education!" Harsh, unmusical words do you think, breathing no tenderness, no gentle, loving rule? Methinks these two words usher in a great and glorious future for our Golden State; an era of moral, social and political prosperity which it has never yet known.

Is this question of "Compulsory Education" entirely a new one? Has no echo of it ever reached our ears before? Let us take a retrospective glance at the history of nations, a few moments, at their moral, religious and political status; perchance we may find our subject more closely allied with their destinies than we have thought.

National prosperity has been, to some nations, a magnificent bubble that, by its gigantic proportions and splendid colors, has attracted the wonder and admiration of watching nations, only to burst and pass away, leaving nothing but a memory of what it was to the historian; while to others it has become a noble, enduring structure, built of granite, evenly chiseled and finely polished, steadily attaining a height which challenges the respect and emulation of the world. Wherein lies the

secret of death to the one—immortal fame to the other? The first dressed itself in robes of tinsel, and rested content in the midnight gloom of ignorance. The foundations of the other were laid deep and broad; no political earthquake could move it from its base. For example, witness Prussia, who for years has been gathering strength, until she has taken her place in the foremost ranks of nations. Witness Germany, which furnishes to the world the brightest lights in science and literature. Has this power been attained by military prowess alone? Has the needle-gun given to Prussia her power? No! "*Compulsory Education*" has been the foundation stone of her achievements—a foundation stone secure and eternal. The boys and girls of Prussia are not allowed to eat the bread of idleness, or dwell in the land of ignorance; but from the age of seven till fourteen, for the term of six months of the year, their feet must be treading the path of knowledge. No matter *how* loudly indulgent parents may cry out, the stern voice of law must be obeyed. And what is the result? Industry, temperance and economy are found in the land of Prussia.

But, say you: our own country stands in the foremost rank of nations, unrivalled in her public school system, in intelligence, science and industry. What *can* be done, that has not been already done? True, we are justly proud of the place she occupies; she early recognized the fact that education is the foundation stone of success in the national as well as individual life; and the greenest laurels ever given by the hand of Fame, belong to those noble few who founded the first college in the land, the light of which has sent its rays through all the land, from north to south, from the Atlantic to the Pacific, undimmed by the rolling waves of Time. What avails it that we have the best school system in the land; that our teachers are as devoted as mortal men and women can be; what avails this, if only the smaller portion of the children are receiving the benefit; when, out of eight million children, only three and a half are in attendance at our public schools, which, allowing one million attending private institutions of learning, leaves more than three million souls growing up in ignorance under the very shadow of the school-house? Think of it, parents! Three million souls growing up to fill our State prisons, our reform schools and pauper asylums! Three million souls to make you groan more loudly over the burdens of taxations, for ignorance and idleness are twin brothers.

Ought this to be so? There is but one remedy: the strong arm of the *Law* must be outstretched to save these three million by Compulsory Education, and instead of convicts, give us honest, intelligent, self-supporting citizens. As this is one of the great questions which

agitates the State at this time, let us look at its moral and political bearing on this State alone.

California is rapidly becoming a great State—not with regard to its area in square miles, but its population. The tide of emigration is setting with strong current toward the shores of the Pacific, bringing to us a foreign population, the greater part of whom bring ignorance with them. It is to save the State from the effects of this ignorance, that this law is needed. The greater part of the population of the State is composed of children, and it is not on the men and women of to-day, but on these children, that the future of California depends; but it *is* on the citizens of the State to decide whether the lads and lassies springing up so thickly around us, and coming to us from other lands, shall bring weal or woe to the State.

California has a good school system, but it is an alarming fact, that not more than one half of the children are attending school. What are they doing? Wandering in the streets in filth and degradation, learning profanity and vulgarity, growing up to be unnecessary supports to the lamp-posts, frequenting corner groceries, where good morals are not always found; or, worse still, the low whisky saloons, of which the name is legion—growing up to no manhood, no womanhood, no *life*—but an existence too terrible to be pleasant to think of.

Such are and will be the men whose votes can be bought for a drink of whisky, or the paltry sum of a few dollars. And what trust can be put in men who are sent by such votes to the highest offices in the country? These men are the malaria of our political life, reaching even now the very lungs of our national life. How long can a nation breathe such air and live?

These are and will be the men and women who are tearing asunder the ties of domestic life, and sending firebrands of dissension into the homes of California—who are lowering the morale of the State by placing the circus and theatre and lower class of amusements above the scientific lecture, or the high toned concert or reading.

Parents of California, shall this be the future of your sons and daughters? Suppose the State interpose her authority, and say that all her children *shall* attend school six or nine months of the year, what will be the result? The lamp-posts will stand alone; I think they can. The billiard saloons and whisky shops may cry aloud, because their frequenters are few; San Quentin may not have many boarders; the teachers of the Reform School may lack for employment; but the fertile valleys of California shall yield double the harvest of golden grain that they now do; the hills shall put on the royal purple of the fruit of

the vine; her manufactories shall be known in many lands; her sons shall be noted for their intelligence and wealth; her daughters for their mental worth, as well as beauty of face and form.

Let her follow the example of the old Bay State, who long ago made "Compulsory Education" her law. She needs no eulogy. Let her do this, and she shall live forever, the best loved daughter of the Pacific—the Queen of the Orient.

SANTA CRUZ, Oct. 12, 1871.

COMPOSITION WRITING.

Jennie came to me the other day for help in the composition of a school essay.

"I don't know how to begin, or what to say," she said.

"What do you propose to write about?"

"Rome Imperial and Rome Papal."

"*What?*"

Jennie repeated her subject.

'What do *you* know about 'Rome imperial and Rome papal?'"

"Nothing—to speak of."

"Then what makes you choose such a preposterous subject? why don't you try something that you do know something about?"

"I can't choose. The teacher gives out the subjects. She gave out two, and the other was worse than this."

"What was it, pray?"

"The influence of Melody on the Development of the Soul."

"Whew! Didn't she mean the influence of melody on the *activity* of the sole?"

Jennie was shocked at the irreverence.

"She'd take my head off if I hinted such a thing. Why, she kept a lot of us in all day once, just for skipping through the hall on the way from chapel in the morning."

"That was because the melody was absent, perhaps. But this is not a road that leads to Rome, whatever the proverbs may say. You were wise in taking the double-barrelled subject. What do you intend to do with it?"

"I don't know; we have just finished our Universal History, and I suppose the teacher expects us to draw some sort of parallel or contrast between Rome under the Emperors and Rome under the Popes. But I can't; I thought you might give me some hints."

"So I might, if you give me a month for preparation. I wouldn't undertake an essay on that subject in less time, and writing is my business. In fact I don't believe there are ten men in the country who write anything worth reading, on a subject like that, off-hand."

"Then what shall I do?"

What *could* she do?—and the thousands of boys and girls like her set every day to similar impossible tasks—but go to work and wearily construct hollow forms of words sufficient to fill the required number of pages, and put so many more obstructions in her way to success in English composition.

No one who has not had wide experience of the results of the common style of misteaching the art of writing can form any adequate idea of the evil it does and the good it prevents.

I am interested in the literary future of a lady whose ambition is to become an author. She possesses rare genius, a cultivated taste, a facile command of the nervous, racy, idiomatic English, and is a keen observer of society and nature. She is, moreover, brilliant in conversation and singularly well acquainted with literature. As a student she stood among the first in one of the best young ladies' schools in the country, where she won special favor for her skill in composition. Today, her school training in that art is the only thing that stands between her and a brilliant and profitable career as a writer. The vicious style cultivated at school—a style which seems inseparable from the pen, and of whose defects no one is more keenly sensible than herself—will cost her years of labor to correct. The very characteristics that the school did most to foster, and never failed to commend, are now her bane; and her case is but one of a multitude, such as every person of editorial experience can point to.

The trouble is, the art of writing is commonly taught wrong end foremost.

"Have something to say, say it, then stop," is capital advice to give a practiced writer, whose flow of words exceed his fertility of thought: but it is not good advice for one that is just beginning the art of writing. To have something to say is the last thing that can be expected of the young writer. The teacher's business is rather to train him in the art of expression, so that he will be able to say well whatever he may have to say in after-years, when he shall have thoughts to express.

How is this to be done? By requiring him to write down, as best he can, the few thoughts that come to him; or, as is more commonly the case, by setting him to putting together sounding sentences with no thought in them?

Bring the case home to yourself, dear Miss Botherboy. You can see and admire the beauties of a landscape. Could you transfer them to canvas?

And you, Mr. Fashbairn; you can appreciate the fine points of a horse. Could you model a horse in clay, or carve one from a block of marble?

What sense is there in asking the child to do with the pen what you cannot do with the pencil or chisel, when the pen is to him an instrument as strange as the painter's or the sculptor's tools may be to you?

You no doubt have flashes of creative thought now and then. You conceive at times forms of grace and beauty that would look well on canvas or in marble. Could you so embody them?

"Of course not," you say. "Sculpture and painting pre-suppose long courses of purely mechanical training that I have never enjoyed."

True enough: and is not the same true also of writing?

Think a moment. You find no great trouble in writing a friend a letter. The mechanical part of writing does not disturb the current of your thought. Would it run smoothly if you were writing with Greek letters? The forming of our familiar Roman characters requires of the child as much distracting thought as the unfamiliar Greek signs would of you.

The Russian alphabet is beautifully phonetic and complete; you could learn all the representatives of English sounds in perhaps an hour. Do so: then take your pen in your left hand and try how skillfully you can compose a poem, say on the Unconditioned — writing it out at the same time in Russian characters. It will give you a tolerable measure of the enormous task you set before the child when you tell him to write an "original composition" on Virtue or Temperance, or Sliding Down-Hill.

J. R.

ONE drop of ink will blacken a whole glassful of pure water. So will one evil communication make the whole heart foul. Oh, beware of those evil words! You might drop many, many drops of pure water into the inky tumbler, but it would have no perceptible influence. So it will take thousands of good precepts and good instructions to root out one evil word.

THE SCIENCE OF TEACHING.

LIKE *object teaching* some years ago in San Francisco and other parts of our State, "The Science of Teaching" is becoming a bore. It is in everybody's mouth; it is in every Superintendent's report; it is in every number of our educational journal; it is prated about by every old fogy of a Trustee or parent; it is talked of with looks of "wondrous wisdom" by all the little cubs in school, who have taken their cue from their parents, or picked it up at school meetings; it is harped upon by everybody, whenever schools or school matters are mentioned, just as if there were any such thing in the world as The Science of Teaching. As if the capacities of the children were the same; as if their dispositions were alike; as if the teachers were equally adapted to impart instruction; as if they were equally capable of discovering the natural inclinations, dispositions and capacities of children.

The humbug has been propagated by fanatics; by teachers who succeed in their profession, and establish reputations for themselves, more by assumed airs out of the school-room, by exhibitions of tableaux, elocutionary exercises, by words of foreign orthography, of "learned length and thundering sound," than by storing the minds of children with useful knowledge, such as will render them useful, worthy, respectable members of society, when they come to assume the more important duties of life. And those who are high in authority, whose notoriety, perhaps, has been obtained by newspaper puffs, or by the successful tricks of a dominant political party,—they too, presume upon the simplicity of the "gazing rustics," and give the Science of Teaching all the dignity, force and influence of an official name and seal. And this goes to prove the truth of the saying of a celebrated phrenologist, "that great men should be careful in their assertions; for however absurd they may be, they will be repeated and quoted, and honored by some, almost to the end of time."

There is also another class of people, who will seize hold of a new or popular idea, and herald it forth to the world, as the only secret of success—the grandest discovery of the times. These are the publishers of books, who publish them with no feeling or desire for the benefit or advancement of the human race, but simply and solely for their own selfish ends. And hence we find school officers' reports, circulars, educational journals, almanacs etc., crammed full of articles upon The Science of Teaching.

And the hundreds of teachers of this State, who are dependent more

upon the support they give to popular theories and to school officers for their success, than upon the resources of their own minds, *all* adopt the prevailing view, without ever considering their own ability to put it into practice, or whether it will redound to their own benefit, or to the benefit of those submitted to their charge. But then, *it is popular*. It is advocated by superintendents, trustees and professional teachers, and that's enough. In common *parlance*, "they go it blind." And there are many such teachers who, like the Indian's dog, are good for *that*, as they have never been good for anything else. But they pick up every new fangled hook-em-snavy of school tactics or school government, and in their Institutes, talk largely of "*The Science of Teaching*."

Now, how can there be such a thing as a *science* in teaching? "Science is the result of general laws." No general laws can be made, or observed, in teaching, because, when *every* instance is an exception, *there can be no law*. And upon this alone depends the question, whether teaching can be reduced to a science. The intelligence of teachers differs; their dispositions are different; their capacities for imparting knowledge are different; they differ in *every* trait of human character. Yet each may succeed as well as any other, by his or her own plan and manner of imparting information, or in moral training. And no man can succeed well in teaching, when he is compelled to proceed by rules and theories that are obnoxious to his feelings, contrary to his principles of right, and in direct opposition to the characteristics of his nature.

Again, the same differences exist in the pupils that we find in the teachers. No two have the same disposition; no two have the same amount of intelligence; no two have the same capacity for acquiring information, and no rule or law can be applied to all alike.

And the parents (especially those of California) are an obstacle in the way of teaching by rule. They do not train their children at *home*, in the same manner. And how can a science in teaching be applied to children, trained and brought up differently in every particular? There is no science, there *can be no* science in teaching. A teacher must rely upon his own head, upon his own ingenuity, upon his own ability, to discover the disposition and natural intelligence of his scholars.

Where was this lately discovered science, when the great minds of old were produced? The "poor scholars" of Ireland and England are fine illustrations of the efficiency of the good, old-fashioned, plain, common sense way of teaching. They were subjected to no regular system or science, but obtained their education by travelling from one school district to another, and living upon

the hospitality of the people. And yet they all became, with *scarcely an exception*, statesmen, orators, poets, sculptors or warriors, of considerable distinction. Where was the science of teaching when Milton, Swift, Burke, Grattan, Shakspeare, Moore and O'Connell were produced? Where was the science of teaching that produced the first Napoleon, not more distinguished in arms than in letters? Where was the science of teaching that produced Lincoln, Chase, Sumner, Theodore Parker, or Robert Lee? It was the good hard sense of the times. People had not become so methodical. Everything was not done, in those days, by the square and compass. The genius of man was left free, untrammeled by the rules of a bogus fashionable science, and teachers were selected for their high moral worth, for their intelligence, their learning, their energy, and their ability to impart instruction.

They were not employed as now, with the consolation that "they would *do;* they could do nothing else, and perhaps they could teach;" not because they were time-serving, and could easily adapt themselves to the fashions of different communities, which required them to be a devil here and a deacon there; not because they were snobs, capable at most, of putting in their time and drawing their pay. But because they were *men, live men*, who knew their duty to their God, their country and their fellow-men, and were ready, willing and able to perform it. It was then that the profession of teaching was not second to any other in the land.

The "Science of Teaching" is a sham—an imposition upon the parent, and an injury to the rising generation.

BOSTON.

For standard Watches, that you can time a fast horse on a race course with, or by which engineers can run a railroad train, we recommend those of the Norton Watch Factory, 86 Nassau street, New York.—*Illustrated News, New York.*

I recommend, with pleasure, my worthy friends of the Norton Watch Factory.—*Rev. J. Boswell Cook.*

We will send you any Watch the Jeweller of your town may have, at one-half the price he charges.

HOW TO GET A WATCH OF ANY KIND FOR NOTHING.—One Watch free as premium (besides your profits) for every club of six. Write to the factory for lowest prices ever offered.

EDITORIAL TABLE.

COUNTY SUPERINTENDENTS, ELECTED SEPT. 6, 1871.

Alameda—Rev. W. F. B. Lynch (re-elected), San Leandro P. O.
Alpine—John Bagnall, Silver Mountain.
Amador—Rev. S. G. Briggs (re-elected), Jackson.
Butte—Thomas H. Steele, Forbestown.
Calaveras—J. H. Wells (re-elected), San Andreas.
Colusa—E. J. Edwards, Colusa.
Contra Costa—H. S. Raven, Walnut Creek.
Del Norte—
El Dorado—Whitman Hill (re-elected), Placerville.
Fresno—T. O. Ellis, King's River.
Humboldt—James B. Brown (re-elected), Eureka.
Inyo—John W. Symmes (re-elected), Independence.
Kern—Rev. J. H. Cornwall (re-elected), Linn's Valley.
Klamath—A. Hartz, Sawyer's Bar.
Lake—Mack Mathews (re-elected), Lower Lake.
Lassen—Z. N. Spalding, Susanville.
Los Angeles—W. M. McFadden (re-elected), Anaheim.
Marin—Samuel Saunders (re-elected), San Rafael.
Mariposa—David Egenhoff, Mariposa.
Mendocino—J. W. Covington, Ukiah City.
Merced—S. W. P. Ross, Snelling.
Mono—J. S. Kirkendale, Colville.
Monterey—S. M. Shearer, San Juan.
Napa—Rev. G. W. Ford (re-elected), Napa City.
Nevada— ———Watson, Nevada City.
Placer—John T. Kinkade (re-elected), Auburn.
Plumas—J. H. Adman, Meadow Valley.
Sacramento—Samuel H. Jackman, Sacramento.
San Bernardino—John Brown, Jr., San Bernardino.
San Diego—B. S. McLafferty, San Diego.
San Francisco—J. H. Widber, San Francisco.
San Joaquin—W. R. Leadbetter (re-elected), Stockton.
San Luis Obispo—P. A. Forrester (re-elected), Cambria.
San Mateo—H. E. Jewett, Redwood City.
Santa Barbara—J. C. Hamer (re-elected), Santa Barbara.
Santa Clara—G. F. Baker, San Jose.
Santa Cruz—H. E. Makinney (re-elected), Santa Cruz.
Shasta—W. L. Carter (re-elected), Shasta.
Sierra—A. M. Phalin, Port Wine.
Siskiyou—Grove K. Godfrey (re-elected), Yreka.
Solano—Wm. H. Fry (re-elected), Vaca Station.
Sonoma—George W. Jones (re-elected), Santa Rosa.
Stanislaus—James Burney, Modesto.
Sutter—J. H. Clark (re-elected), Yuba City.
Tehama—F. A. Vestal, Deer Creek,

Trinity—Wm. C. Lovett, Weaverville.
Tulare—S. G. Creighton (re-elected), Visalia.
Tuolumne—Rodney de Haven, Sonora.
Yolo—Giles N. Freeman, Woodland.
Yuba—H. T. Batchelder, Pine Creek.

AGASSIZ AMONG THE SCHOOL TEACHERS—WORDS TRUE AND PLAIN.

Professor Agassiz attended the late session of the Massachusetts State Teachers' Association, and made an address, in which he said some things that were pointed and true, and which are worthy of the attention of all educators in our country. Professor Agassiz's remarks indicate the prevalent tendency of advanced thinking on education. He was greeted with applause as he stepped to the front of the platform. He said:

Fellow-Teachers—I speak to you this evening with a diffidence unusual to me; for it is my custom to speak upon those subjects with which I have become familiar by study. Yet, as I am about to return to Europe, perhaps never to return, an experience of more than fifty years in teaching may justify an attempt to make some suggestions to you, who have already learned so much by your own experience. I intend to speak of some of the defects of our public schools, and this subject renders me diffident.

We are too well satisfied with what our public schools have accomplished, and too proud of them. They have accomplished much; they have secured to us our republican government; but they have not produced among the masses of our people that culture which is the proper product of good schools. Proof of this lack of culture is evident wherever men gather in public places. The language we hear in our streets, the language and the manners of a large proportion of those who graduate at our public schools, give evidence of this lack of culture.

The methods of teaching are defective. I cannot approve that method which tends to the exercise and development of little else than the memory.

Another evil of our system is, that classes and schools are too large. When I see the large school-houses in which hundreds of pupils are gathered, I am often painfully reminded of the crowded barracks of soldiers. In these school buildings, the large classes placed under the care of one teacher necessitate a mechanical uniformity, and prevent the teacher from adapting himself to the individual wants of his pupils.

Another defect is found in the way in which we apportion to the teachers the branches to be taught. We require one teacher to teach too many branches. One man cannot know everything. When so much is required of one teacher, he ought to be a walking cyclopedia. Since this is impossible, text-books are resorted to. Most of these are worthless; they are made by book-makers, and put up in a form that will sell well. They are made for the purpose of making money. The pupil needs to be taught, not by the unmeaning phraseology of text-books, but by the living, loving voice of a teacher.

Again, we need more teaching of the things themselves, in place of the verbal exposition of things. Normal schools should be furnished with the means of fitting teachers to teach the elements of the physical sciences. Teachers should be prepared to unfold to pupils, in a clear manner, the history of the earth. They should become skillful in teaching the elements of mineralogy and chemistry. Why so much time spent in studying grammar? Did Homer study any grammar? Or did Cicero finish his masterly orations by the rules of any treatise upon grammar? These men produced their inimitable works when technical grammars were yet unwritten.

The public are demanding, and will soon imperatively demand, that those

teachers should be employed who can open the book of Nature and teach from its pages.

The great fact is now beginning to be realized that the knowledge of nature has conferred upon man a power that all the classic literature and famous art of antiquity failed to bestow.

EL DORADO COUNTY TEACHERS' INSTITUTE.

The teachers of El Dorado County held an interesting Institute, November 27th to December 1st. The report of the exercises in the *Mountain Democrat* gave us a fresh feeling of regret that we could not accept the invitation to be present. Among the resolutions adopted we observe the following:

Resolved, That as teachers we recognize the superior merits of Monteith's Series of Geographies, Robinson's Series of Arithmetics, McGuffey's Series of Readers, and Swinton's Condensed History of the United States; and endorse the action of the State Board of Education in introducing them as text-books into the Common Schools of this State.

Resolved, That in the opinion of this Institute, Willson's New Speller should be substituted by the State Board for Willson's Larger Speller, as a text-book in our Common Schools, and that the County Superintendent of this county be requested to call the attention of the State Board to this resolution.

Resolved, That it is the sense of this Institute that teachers should be allowed, by proper authority, at least one week in each term for visiting schools in the several Districts of the county.

MAKING SCHOOLMASTERS IN GERMANY.

The following will interest our professional readers. The process of making schoolmasters in some places we know is shorter and easier:

"We will endeavor to indicate the career of an intelligent village lad who having, at the age of fourteen, completed his school course, resolves to become a schoolmaster. If in Saxony or Silesia, he enters a training school called "pro-seminar," because preparatory to the seminary or normal school; if in Prussia, he enters the house of a private tutor, probably the local schoolmaster or clergyman. At the age of eighteen he proceeds to the seminary, where he is to spend three years; the first and second to be devoted, according to an elaborate scheme, to all subjects he will have hereafter to teach; the third to be spent in teaching, under the supervision of the director of the seminary, in the "practicing school," which is simply the nearest primary school. While in the seminary, he is subject to stringent discipline. He makes his own bed and cleans his own room; he pays for his board and lodging—the former being of a very homely description, and valued at eightpence or ninepence a day—and provides his own bread. At the end of the year he presents himself for his first examination, which is conducted by the authorities of the college, under the superintendence of the school councillor. This examination embraces religion, language, arithmetic, writing, drawing and singing, and is partly oral and partly on paper. The performances of the candidates are estimated with great precision, and certificates are given to all who acquit themselves satisfactorily. The teacher is now taken in charge by the department-councillor, who appoints him to vacancy in his district. He holds, however, only the position and the title of provisional teacher, full status and rank of schoolmaster being withheld until he has passed a second examination, held three years after the first. This examination is rather an investigation into character and conduct than into attainments. When his last ordeal has been passed, the teacher takes the oath of allegiance and receives a definite appointment as master of the school."

POPULATION OF ALL CITIES IN THE UNITED STATES CONTAINING 25,000 PEOPLE.

RANK.		POP. 1870.	POP. 1860.	PR CT INC
1	New York	942,292	805,651	17
2	Philadelphia	674,022	565,529	19
3	Brooklyn	396,099	266,661	48
4	St. Louis	310,864	160,773	93
5	Chicago	298,977	112,171	167
6	Baltimore	267,354	212,418	26
7	Boston	250,526	177,840	41
8	Cincinnati	216,239	161,044	34
9	New Orleans	191,418	138,670	38
10	San Francisco	149,473	56,802	163
11	Buffalo	117,714	81,129	45
12	Washington	109,199	61,122	79
13	Newark	105,059	71,941	46
14	Louisville	100,753	68,033	48
15	Cleveland	92,829	43,417	114
16	Pittsburg	86,076	92,217	75
17	Jersey City	82,546	29,226	182
18	Detroit	79,577	45,619	74
19	Albany	76,216	62,367	22
20	Milwaukee	71,440	45,246	58
21	Providence	68,904	50,666	36
22	Rochester	62,386	48,204	29
23	Alleghany	53,180	28,702	85
24	Richmond	51,038	37,907	35
25	New Haven	50,840	39,267	29
26	Charleston, S. C	48,956	40,467	21
27	Indianapolis	48,244	18,611	159
28	Troy	46,465	39,232	18
29	Syracuse	43,051	28,119	53
30	Worcester	41,105	24,960	65
31	Lowell	40,928	36,827	11
32	Memphis	40,126	22,621	78
33	Cambridge	39,634	26,060	52
34	Hartford	37,180	29,152	27
35	Scranton, Pa.	35,092	9,223	280
36	Reading, Pa	33,930	23,162	45
37	Paterson	33,579	19,585	71
38	Kansas City	32,260	4,418	630
39	Mobile	32,034	29,258	9
40	Toledo	31,584	13,768	129
41	Portland	31,413	26,341	19
42	Columbus, O	31,274	18,554	68
43	Wilmington, Del	30,841	21,258	45
44	Dayton, O	30,473	20,081	52
45	Lawrence, Mass	28,921	17,639	64
46	Utica	28,804	22,529	28
47	Charlestown, Mass	28,323	25,065	13
48	Savannah	28,235	22,292	27
49	Lynn, Mass	28,233	19,083	48
50	Fall River, Mass	26,766	14,026	91
51	Springeld, Mass	26,703	15,199	76
52	Nashville, Tenn	25,865	16,988	52

RULES FOR GRANTING CERTIFICATES.

Though we have acted on a Board of Examination for several years, we have never dismissed a class of applicants without feeling sure that some member of it had fallen below his or her actual desert in the apparent results of the examination. Not always do the best intellects and the truest culture command the highest percentages. Yet, as matters stand, the character of our examinations *must be* chiefly technical; it cannot be helped. The individual who recently wrote us an abusive anonymous letter from San Jose evidently felt sincerely that he had a just cause of complaint against the late State Board, and especially the Chairman thereof; and we fear that his *was* one of the cases in which technical justice did not fully accord with equity. If so, we regret it, though we are not justly blamable, we think.

We have given this subject much thought, and would be glad to discover some method by which our examination should give a wider margin for the use of common sense, and bring out the evidences of the general culture of applicants. This can be done satisfactorily, however, only by oral examinations, and the record of the results of an oral examination would in too many cases furnish very unsatisfactory data upon which to issue Certificates or Diplomas. As hereafter the State Board will have the services of two women, we shall hope for real improvement in the style of questions used in examinations. Nobody is more sensible than a sensible woman.

In the December number of the *Pennsylvania School Journal*, R. Chadwick has a suggestive article on "Fixed Rules for Granting Certificates," which we think worthy of quotation:

"Every examiner must be guided by rules of some sort, either general or special, in granting or refusing to grant teachers' certificates. Some county superintendents fix the *number* of errors as an absolute rule in marking provisional certificates. We think that not only the number of errors, but also their *nature and degree* should be considered. We once heard a county superintendent say that he should refuse a certificate to every teacher who failed to answer correctly one-half the questions propounded. This rule would not seem too rigid, if the questions or demands were not too difficult and intelligibly expressed.

We will illustrate our views by a few examples: Suppose an examiner should pronounce the word *etiquette*, and one teacher should spell it "etequette," and another should spell it "ettyket." Both modes of spelling the word would be incorrect, but could it be said that they are *equally* incorrect? Or, if the solution of a problem should be required, and one of them should be in error one-fourth of a cent, and the other one thousand dollars, there would be a vast difference in the amount or degree of error. A failure to spell, pronounce, or define the word *gender*, would be a strong indication of great ignorance in a teacher; but a failure to spell, pronounce or define some word of difficult orthography, and one that is rarely used, would not indicate such ignorance.

But a still greater objection to this mode of using fixed rules, we think, is when an examiner asks a question or makes a demand requiring several different answers, pronouncing it incorrect unless *all* the answers are precisely right. For example: Suppose two examinees should be required to give the name and state the location of eight seas, in or bordering on Europe. One of them names all correctly, and gives the location of all but one, while the other is unable to give either the name or location of any of them. To simply mark them both as erroneous, without any credit to the one who came within one-sixteenth of the full and correct answer, would be very unfair.

We are decidedly of opinion that many things ought to be taken into consideration in order to mark certificates properly."

THE STATE LEGISLATURE.

Already several important measures affecting education have been introduced into the Legislature. Several Compulsory Education bills have been presented. Senator Larkin has presented a bill instructing the Committee on Education to prepare an Act providing for State taxation for a six months school in all the Districts of the State. Nothing will probably be done of importance until after the holidays, then, we hope, the right measures will be "put through" in proper shape.

Following are the Committees on Education in the two Houses: *Senate*—Messrs. Tuttle, Pendegast, Gwin, Perkins, Finney. *Assembly*—Messrs. Wright, Woodward, Everett, Berry, Dannals.

THE TWO MUST GO TOGETHER.

Universal suffrage and universal education must go together. Every day's developments show what a terrible engine of evil is the ballot in the hands of an ignorant and depraved people. No one has spoken more forcibly on this point than Horace Mann:

The human imagination can picture no semblance of the destructive potency of the ballot-box in the hands of an ignorant and corrupt people. The Roman cohorts were terrible; the Turkish janizaries were incarnate fiends; but each was powerless as a child for harm, compared with universal suffrage without mental illumination and moral principle. The power of casting a vote is far more formidable than that of casting spear or javelin.

On one of these oft-recurring days, when the fate of the State or the Union is to be decided at the polls, when over all the land the votes are falling thick as hail and we seem to hear them rattle like the clangor of arms, is it not enough to make the lover of his country turn pale to reflect upon the motives under which they be given and the consequences to which they may lead? By the votes of a few wicked men, or even of one wicked man, honorable men may be hurled from office and miscreants elevated to their places; useful offices abolished and sinecures created; the public wealth, which had supported industry, squandered upon mercenaries; enterprise crippled, the hammer falling from every hand, the wheel stopping in every mill, the sail dropping to the mast on every sea; and thus capital, which had been honestly and laboriously accumulated, turned into dross. In fine, the whole policy of the Government may be reversed and the social condition of millions changed to gratify one man's grudge or prejudice or revenge. In a word, if the votes which fall so copiously into the ballot-box on our days of election emanate from wise counsels and a loyalty to truth they will descend like benediction from Heaven, to bless the land and fill it with song and gladness such as have never been known upon earth since the days of paradise; but if, on the other hand, these votes come from ignorance and crime, the fire and brimstone that were rained on Sodom and Gomorrah would be more tolerable.

Curious Facts about Words.—An educated Englishman, who has been at a public school and at the university, who reads his Bible, his Shakespeare, and the *Times*, seldom uses more than 3,000 or 4,000 words in actual conversation. Close reasoners and thinkers, who avoid general expressions and wait for the word that exactly fits their meaning, employ a larger stock, and eloquent speakers may rise to the command of 10,000. Shakespeare produced all his plays with 15,000 words, Milton's works are built up with 8,000, and the Old Testament says all that it has to say with 5,642 words.

EDUCATIONAL ITEMS.

RENEWING CERTIFICATES—A SENSATION.—A resolution passed by the new State Board of Examination, declaring its purpose to grant *no* renewals, has produced quite a sensation in teaching circles. We advise all concerned to keep cool. This thing will develop itself so that all will understand its object, and due credit will be awarded all round. Keep cool.

DEPUTY STATE SUPERINTENDENT.—Superintendent Bolander has appointed as his Deputy, Mr. Garnier Tracy, brother-in-law of ex-Superintendent Swett. Mr. Tracy has some knowledge of the duties of the position, from former connection with the office, we believe.

"THE SCIENCE OF TEACHING."—There is an earnest, honest roughness about our correspondent who writes under this heading that is refreshing. There is much truth in what he says. He talks as plainly as did the great Agassiz at the late Massachusetts Teachers' Association.

PROFESSOR C. C. CUMMING.—We do not know whether to express regret or satisfaction at this eminent teacher's change of location. He leaves the position of Instructor at the State Prison to take charge of the Collegiate Institute at Los Nietos, Los Angeles county. It will be difficult to fill his place at the State Prison, for that is a work requiring a man of peculiar qualifications, professionally and morally. The Professor suited it perfectly. We predict for him success and popularity at Los Nietos. We know him, and we know that people.

DELINQUENT COUNTY SUPERINTENDENTS.—Delinquent in what particular? In not complying with the late State Superintendent's request that they would furnish short accounts of the history, condition and wants of the public schools in their respective counties, to be published in the forthcoming Biennial Report from this Department. The few who did comply, will accept hearty thanks. The others may—well, we hope they feel badly enough without a scolding.

WHO?—Who are the County Superintendents elect of Calaveras and Del Norte? Their names have not yet reached this office.

STATE BOARD OF EXAMINATION.—A new State Board of Examination has been appointed, as follows: John Swett, Miss Kate Kennedy, Miss —— Austin, Prof. W. J. G. Williams; Superintendent Bolander, *ex-officio* Chairman. The Board needed reconstruction. The former Board had for three years consisted of Profs. Bolander, Williams and A. L. Fitzgerald, Mr. M. M. Scott, and Supt. O. P. Fitzgerald, *ex-officio* Chairman. After his nomination for State Superintendent, Prof. Bolander resigned; Mr. Scott went to Japan to teach the Japs; Prof. A. L. Fitzgerald took the Presidency of a College at Santa Rosa, leaving only two members in San Francisco ready for duty. Not wishing to reorganize the Board during the short interval before the accession of the new administration, the late State Superintendent forebore to make any new appointments until the pressure of work before the Board demanded help, when Mr. Bernhard Marks, of the Lincoln School, was appointed. With the ready zeal characteristic of the man, he consented to serve, and rendered valuable service, which is gratefully acknowledged. The only agency the old Board had in the last quarterly examination, December 7–11, was the printing of the Questions, which was done on the order of the late State Superintendent. They were prepared by the new

Board, and sent to the County Superintendents by the present State Superintendent.

What do You Think of This?—The New England Association of Superintendents of Public Schools, at a recent meeting held in Boston, passed the following resolution, which was offered by J. D. Philbrick:

"*Resolved*, That we consider the practice of marking the merit of the daily recitation of the pupils as objectionable, and recommend its discontinuance. We, however, approve and recommend marking the merit of written examinations."

This is a new departure—in the direction of common sense, or the contrary? Opinion is divided in the East. A good topic for a County Institute.

State Superintendent of Missouri.—The Rev. John Monteith has been appointed State Superintendent of Public Instruction, in place of Ira Divoll, deceased. Said to be a good appointment—a good man, and competent.

State Superintendent of Kentucky.—The Rev. Dr. H. A. M. Henderson was elected Superintendent of Public Instruction of Kentucky at the last election by an overwhelming majority. Dr. Henderson is a man of liberal ideas and liberal culture. A better man for the place could not have been found in the State.

"Correcting" a Lady Teacher.—A very singular assumption of personal prerogative recently occurred at Princeville, Illinois. A lady teacher there, Miss Potter, for some reason, felt under obligations to punish one of her scholars. Whether the punishment was mild or severe, we are not informed. However, it offended the father of the child, who procured a rope, proceeded to the schoolroom, and seizing Miss Potter, put the rope around her neck and endeavored to hang her on the door. Some men passing saw the struggle between the two in time to rescue the lady and arrest the self-appointed executioner. In California, instead of trying to hang lady teachers, such men have them abused in scurrilous newspapers. The Princeville idea is less unmanly and mean.

Moving On.—The Regents of the Iowa State University have appointed two women on their Examining Committee for the ensuing year—Mrs. Ellen A. Rich, in Mathematics, and Miss Mary Johnson, in the Normal Department. The first instance of the kind, we believe. It will not be the last.

Compulsory Education in Texas.—Compulsory education has been adopted in Texas. A term of schooling, not less than four months in each year, is required of "all the scholastic population." The School Directors of the several districts may separate the blacks and whites, if, in their judgment, "the peace and success of the school, and the good of the whole may require;" or they may "require the attendance of the blacks and whites in the same school." There has been a great deal of "compulsion" in that quarter of late years. It is not altogether safe for California to make Texas her model in educational matters just yet.

Chinese at Cornell.—The class in Chinese at Cornell University is constantly increasing in size and interest. It is proposed to add a chair of Asiatic languages. (There are no Chinese in the University of California.)

British India.—The educational statistics of British India show that the school-going population, calculated on the basis of one-sixth of the whole, ought to be 25,000,000. It is only 1,960,000. Nearly 166,000 natives are now annually being taught English.

MECHANICAL AND INDUSTRIAL DRAWING.—In compliance with the Act of the Massachusetts Legislature to provide for free instruction in mechanical and industrial drawing, Boston has begun the work by providing accommodations at the Institute of Technology for about 600 students, who are now under instruction four evenings in each week. Hundreds of applicants have been turned away for want of accommodation. San Francisco is moving rapidly in the same direction. It is generally desired that drawing should be made a staple branch of study in the public schools of California. The public schools of the United States are more deficient in this branch than any other.

INDIANA has the largest school fund of any State in the Union—nearly $10,000,000. Her school law is far from being the best, however. Money alone is not sufficient to make good schools.

MINNESOTA, however, will probably have a larger school fund when all her resources shall have been realized. For the support of her common schools, 3,000,000 acres have been set apart; 375,000 acres have already been sold for $2,500,000. It is estimated that the whole amount of land, when sold, will produce a permanent fund of $18,000,000.

PROGRESS OF TOLERATION.—English Universities are now thrown open to all, and recently, for the first time since their institution, the degree of Master of Arts has been conferred upon a Roman Catholic and a Jew. It is difficult for us here in the Free West to believe that such bigotry has survived to a period so recent.

THE GERMAN UNIVERSITIES are filling up since the war. In eight of them, during the last term, over 7,000 students were in attendance.

NOVA SCOTIA has followed the example of Ontario, and adopted a system of unsectarian public schools, to be supported by direct taxation.

THE Library of Congress contains now 167,668 bound volumes, besides about 30,000 pamphlets. The operation of the new copy-right law has increased the library during the past year to an unusually large number. Upward of 5,000 copy-rights have been recorded in the Librarian's office during less than six months.

A SENSIBLE GOVERNOR—UNIFORMITY OF TEXT-BOOKS.—At a recent Teachers' Institute, Governor Padelford, of Rhode Island, said: "Better wages should be paid teachers. A uniformity of text-books should be required all over the State." The Governor of "Little Rhody" is sound on both of these questions. California is leading the way in some things.

MEN'S RIGHTS—WHAT NOW?—The Trustees of Vassar College have refused to receive two respectable young men who applied for admission.

HON. W. D. HENKLE, State School Commissioner of Ohio, resigned his office before the expiration of his term to take the Superintendency of the Salem (Ohio) schools, at a larger salary.

NOT ALARMING.—Commenting upon the alleged fact that the salary of President Eliot, of Harvard College, is $3,200, and that of the chief cook of the Parker House $4,300, the Boston *Traveller* says: "There is nothing very alarming in that statement; it only suggests that there are more men fitted for the presidential chair of colleges than are capable of taking charge of the kitchen of a first class hotel." This is not the pedagogical view of the matter.

SWINTON'S CONDENSED UNITED STATES HISTORY.—Of this popular work the *Chicago Schoolmaster* says: "We hail this history as one that can be studied by the boys of Massachusetts and South Carolina with equal pleasure."

WOMEN DOCTORS IN RUSSIA.—The Emperor of Russia is favorable to the admission of women to the medical classes of the University of Helsingfors. He has given public intimation of the fact.

EDUCATION IN RUSSIA.—The statistics just published by the Russian Department of Education, show that the efforts of the Government to raise the educational status of the Empire are sadly needed. In Siberia, only one person in 664 is under schooling; in the southern provinces, one to 532; in the three Old Russian provinces, having no school boards, one to 471; in the Old Russian provinces having school boards, one to 168; in the Kingdom of Poland, one to 31; in the Baltic provinces, one to 19.

NOT A CALIFORNIA TEACHER.—A teacher attending an Institute, while a discussion was going on about the propriety of conceding to patrons in the matter of methods of teaching and subjects to be taught, said: "Some likes me to teach the earth is round, and some likes it flat. *I teaches it both ways.*" Another, being asked what plan he adopted in the absence of globes to illustrate the shape of the earth, said: "I show 'em my head."

VON RAUMER, the German historian, is 90 years old. He has been a Professor of the University of Berlin 53 years. Some of these old book-worms live to a fine old age. They rarely starve in any country.

PENSIONS FOR TEACHERS.—In the report of the Minister of Public Instruction for the Province of Quebec, we notice a feature to which the attention of the United States Government or the individual State Legislatures has never been called. At least no such provision has been made for teachers. We refer to a "List of Pensions awarded to Superannuated Teachers," from which we learn that over one hundred and seventy teachers were pensioned in 1869. Two of these had taught for twenty-two years, five for twenty, and thirty-three for fifteen or more. The richest and ripest portion of their lives had been devoted to others. It argues well for any community or nation to see that its aged servants are provided for during their helpless years, whether their calling pertains to the ministerial, military, or educational service.

In Sweden, teachers who have attained the age of sixty, and have served thirty years, also those who are incurably sick, receive a pension equal to sevety-five per cent. of their salary. They also receive a pension, though of less amount, at the age of fifty-five, if they have served twenty-five years.

In Norway, a small piece of land is set apart for the schoolmasters to cultivate, in addition to their regular salary. At least one teacher in every district is provided with a dwelling-house for himself and family, with land enough to pasture at least two cows, and lay out a small garden. Government land is to be purchased in preference for this purpose; but if this cannot be had in the district, other land is to be obtained for the schoolmaster at a reasonable price.

SWEDEN.—The *Gymnasium* (seminary of learning) was first established in Sweden, at Westeras, in 1620. (Three quarters of a century earlier many of the kings, Gustavus I., officers, and provincial governors, could neither read nor write.)

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Any readers of this journal who have in their possession spare copies of the Biennial Report of the Superintendent of Public Instruction for 1868–69 will confer a great favor upon the undersigned by forwarding them to this office. And if any friend has a copy of said document that he *can* spare, I most earnestly ask him to send it on at once.

O. P. Fitzgerald,
"Cal. Teacher."

☞ Wanted—A situation for an excellent Teacher, who is the holder of a State Diploma, has had several years experience, and can furnish the most satisfactory testimonials. Trustees or others needing the services of a good teacher will address Dr. O. P. Fitzgerald, San Francisco, to whom reference may be made.

☞ THE WOMAN'S PACIFIC COAST JOURNAL, by Mrs. C. F. Young, M. D., is a Health-reform and Temperance paper, designed to teach people to live so as to avoid sickness, and how to cure the sick by natural means without the use of medicine.

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CALIFORNIA
STATE NORMAL SCHOOL.

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COURSE OF STUDY.

To secure admission into the Junior Class, applicants must pass a satisfactory examination before the Board of Examination in the county in which they reside, on the following subjects, viz.:

Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

Junior Class—*First Session.*

**Arithmetic*—Robinson's Higher.
**English Grammar*—Brown's.
**Geography*—Monteith's.
**Reading*—McGuffey's 5th Reader.
**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

Junior Class—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.

ercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

Senior Class—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

CALENDAR FOR 1871–72.

First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

For additional particulars, address

REV. W. T. LUCKY, A. M., PRINCIPAL, San Jose.

March 25th, 1871.

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THE

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A WORD TO TEACHERS.

God, in his divine wisdom, has not endowed all men with similar tastes and aptitudes. What is pleasure to some, is often a task or an annoyance to others. This diversity is noticeable among teachers as well as among other classes of the community.

How shall teachers most profitably spend their leisure moments, to relax their nervous system, which during long hours has been strained to its utmost? If you look carefully into their private life, you will find that the necessary discipline of the school-room exerts still its influence upon them. Some give themselves to the study of a favorite branch of knowledge; some cultivate gardens, plant trees, and beautify their little homes (if they are so fortunate as to have them) with flowers; some become niggardly and miserly, and occupy their otherwise vacant moments in studying how to loan their small savings to the greatest advantage; while others find pleasure and relaxation in general literary pursuits.

And what kind of literature is best adapted to the needs of a professional teacher? Shall it be the *Police Gazette*, the *New York Ledger*, and the library of romance and fiction, or the works of Irving, Hawthorne, Bancroft, Prescott, Bryant, Motley, Longfellow, and the books of standard English authors? I suppose there are many teachers who hardly know who these men are or were, what they did, where they lived, and what they wrote. The names of Huxley, Tyndall, Mill, Herbert Spencer, and others of like character, are to them as idle words; there is no magic in their sound; they call up no vision of the

past, nor promise of the future. With the facilities now offered for acquiring knowledge, there is nothing to hinder any teacher from becoming a well informed person, save his laziness. The records of our times are full of illustrations of men, who by economizing the moments, which scores of teachers could control and usually squander, have made themselves famous. With Milton's "Paradise Lost," John Bunyan, to paint with inimitable coloring the road from the City of Destruction to the Celestial City; and Shakspeare, with his almost inspired pen, to open up to us the thousand phases in which the human heart appears, we need not, cannot be alone. With such books within reach of every one's purse, no one need want for suitable companions.

Many teachers think that it is enough to be proficient in the technical knowledge of their profession. They seek to become conversant with the rules of Arithmetic and Grammar, simply because the law will not allow them to hold a certificate without this knowledge. They do not think that while one does not always need to teach all he knows, he cannot teach anything well without knowing a little of almost everything. If he means to be an earnest, wide-awake teacher, he must know something of the political tendencies of the times; he must be familiar with the moral reforms that are stirring humanity; he must know something of the speculations of science, and of the opinions of the great scientific teachers of the age. Like an editor, he must be a man of general information—not so precise as accurate, not so minute as comprehensive. In short, a teacher should be a living encyclopedia, to whom pupils can always come for information. He should be fertile in expedients, abundant in illustrations, apt in communicating, broad and generous in his opinions—a man of liberal culture, with a mind quickened and sharpened by contact with the best minds of the age. Cannot such persons be more successful in training the minds and forming the characters of the young, than those whose reading, if they read at all, is confined to the *New York Ledger?*

In conclusion, I will add, that when persons of comparative pecuniary independence, and who have studied the best literature of the day, will think themselves honored in embracing the teacher's profession, it will rise to its proper level. As it is now, the continual fear of being thrown out of employment, and thus deprived of the salary indispensable to their support, exposes many teachers to the calamities of narrow-mindedness and ignorance. Placed between the sacrifice of their manhood or their position, they do often choose to retain the latter. After demanding of them all possible knowledge, the faculty of imparting it, the fact of rendering it attractive, and the virtue of a

a saint, the community will often deny them any claims to a dignified respectability. The paltry sum they receive for their services is regarded often as too large, while there are thousands of officers in this country who receive from $5,000 to $10,000 for services no more responsible or arduous than those of many teachers.

In conclusion let me say, that when parents will show to the poor teachers who toil so faithfully to adorn the intellects of their children, a little of the consideration they bestow upon the rich merchants who sell to them the cloth and ribbons with which the bodies of these same children are ornamented, there will be awakened in these young minds so quick in their perceptions, at least the thought that, after all, *money* is not the *whole* of man. T. H. R.

A THREADBARE THEME.

BY GEORGE F. BAKER.

Many persons have erroneous ideas concerning the real object of elementary education. Such suppose that education means a storing of the mind with innumerable facts. The object, therefore, of all instruction should be, as a matter of course, the acquisition of details—the facts pertaining to the sciences and various departments of knowledge; so that when, after a certain period, the education of the pupil is pronounced complete, he is presumed, for instance, to be able to recite the rules of mathematics, the dates of history, and so on throughout the catalogue.

By elementary education, I mean something more than primary education. I would include not only the instruction usually received in the common schools, but also that which is acquired in the colleges of our land, as far as to the completion of the under-graduate's course. Or, more explicitly, I would call an elementary education in this connection, what is commonly denominated a liberal education; or all that is received, be it more or less, before commencing the vocations, professional or otherwise, of life.

The idea of the real objects of school and college education, as marked out, is entertained by a very large portion of society. It is an idea that is held to by many teachers. Perhaps, if a careful analysis of opinions were made, it would be found that a majority of those who are teachers by profession, have a conception but slightly different, if at all, from the one defined. The question arises, Is the notion correct? And if not, then follow these others: Is not the lack of success of

many teachers traceable to this? Is not the "cramming" process a legitimate and necessary result? Is not the reason why so many young men and women who have been "liberally" educated are all their lives simply brilliant failures, and accomplish less in life than others who have been trained in other schools?

It must not be inferred because education is something more than the acquisition of facts, that therefore there is no need of anything of the sort. Whatever we shall find education to be, it is certain that we shall find a knowledge of facts to constitute an important part. They are, indeed, absolutely essential. But while important, they are subordinate. They are, in themsslves, no more an education than the bricks with which a building is erected is a building, before they are placed in position. Facts are necessary to a complete education, but an intellect stored with the most beautiful and grand, is not therefore educated.

This leads us to the definition of education—old, but true—trite, but frequently lost sight of. It is the leading out of faculties—the development of powers. That system, therefore, is the best which will best accomplish those ends. That which does not, is not fit to be pursued at all. It is of more importance that a child be taught to reason out one rule of arithmetic, than that he commit to memory a dozen from the book. The latter practice is good in its place, and needful in certain branches of study as a desirable discipline for the memory; but whenever it is carried to lengths too great, it is at the risk of sacrificing the development of the thinking part of man's mental nature. The "leading out" of powers, I take it, is the most important part of all education. The few facts that are gathered in the course even of a lifetime of study; the details of a science that one may pursue with lifelong devotion, are, after all, but an insignificant portion of the great universe of truth. Governed, mastered, though they may be, if there be not produced an intellectual force that can digest, generalize and utilize, there is as yet a waste of power—a misdirection of energy and application. If this be not true, why is algebra placed in the hands of a pupil of the higher grade, or calculus laid down in the curriculum of the University?

Now, to teachers, these things come full of meaning. They indicate what must be taught, and for what purpose. There should be no statement of bald facts and dry details, without pointing out their connections and dependencies. There must be a constant effort to rouse the *thinking* faculties; to bring into play upon every possible occasion the reasoning powers. To do this is no easy matter. It requires, first, that the teacher thoroughly understand the child's nature, to perceive

whether the desired result is really attained or not; and second, a tireless energy that will make and watch for opportunities, and constantly improve them. There is a tendency in every school-room to let the children do the memorizing and the teacher the thinking. It is the easiest way to teach, and one seems to glide into it naturally. Often this is done unconsciously; and while the results seem to be commendable, they are at best doubtful. The progress is apparent—not real; temporary—not lasting. Too frequently the teacher who *is* developing in the most satisfactory manner thinking, self-reliant, independent minds, is unjustly censured, his work not appreciated because not understood.

The study of history may be cited in illustration. Rightly taught, it is one of the most attractive studies; improperly taught, it is dry and uninteresting, if not repulsive. If the dates must be committed and the circumstances rehearsed, without a proper notice of their connection, of the actions of men in official stations; of the causes which have produced certain results; of the motives which have controlled governments; of contemporaneous events; surely but the least necessary of all the lessons to be drawn from history have been learned. Not that it is possible to illustrate every point of fact with a corresponding lesson of principle or theoretic deduction, but that every date and occurrence may be made to glisten with a meaning, the faculty of reasoning and analyzing be stimulated to exertion, and the art of reasoning from particulars to generals be cultivated. It is needless to pursue illustrations further. They can be suggested in connection with every branch of study, and with almost every step in its pursuit.

The subject is one demanding careful and close thought, especially on the part of teachers. It is not new, but is apt to be forgotten in the routine of school duties. While there is much more in our school system to commend than to condemn, all must admit that it possesses radical defects. It must be measured by its results. Surely, if the system in both its lower and higher branches accomplished a perfect work, then, those trained by it would almost universally succeed in those pursuits which require mental power. To be sure, the majority who do succeed are products of the system, but there are others who are not who accomplish results perhaps as great. It is because they have faculties developed—powers educated. It may be they have secured this end by unusual means in an extraordinary way, but however done, it is done. They may not recite the text of the books with facility, but they are prepared to grapple with the difficulties of knotty problems with the assurance of success. Hence, the reason why

many succeed even in those professions that require of all others a "liberal" education, who have received but a small amount of instruction within the walls of a school-room; and many fail who have passed through the entire course of school and college study without learning that most important lesson of all—to think, independently, vigorously, self-reliantly.

Let teachers remember constantly that the object of *all* elementary education is the development and discipline of mental powers. The acquisition of facts is a subordinate though a necessary part of the process. Reasoning cannot be conducted without data, nor education made possible without them. But the mind trained to thought and analytical investigation will group, classify and utilize the truths of knowledge, with results more definite and satisfactory than if merely instructed—not educated. When the world at this day, amid the tumults and excitements of the times, amid the perils of government and the revolutions of society, amid the progress of the present and the promise of the future, presents nice and complicated questions which demand investigation and solution, it behooves those that have in training the men and women of the future, to prepare them as far as may be for the responsibilities that await them.

REPLY TO "BOSTON."

Editors California Teacher:—An article appears in the January number of the TEACHER, so full of sweeping denunciation and dogmatism, that it seems to me deserving of a few comments. When I read the article first, I thought it was written in a spirit of irony, but after a careful re-reading, I came to the conclusion that the writer was in earnest. I allude to the article under the caption, "*The Science of Teaching.*"

The writer sets out with the assertion that the science of teaching, like that of *object teaching*, is becoming a bore, and complains that it is in every one's mouth, etc.; "just as if there was any such thing in the world as the science of teaching." M. Arago has well said: "He who uses the word 'impossible,' outside of pure mathematics, lacks prudence." "The humbug," he says, "has been propagated by fanatics," etc. Now, a humbug is an imposition under fair pretenses—a deception for purposes of gain or notoriety. Does the writer class all who have any faith in, or knowledge of, the laws of mental action, as impostors and deceivers? And these fanatics and impostors he counts by "the hundred" in the professional ranks in this State! My only con-

solation is, the hope that the writer is not a teacher. He says: "How can there be such a thing as a science in teaching?" Our correspondent has evidently got things strangely mixed. He tells us that "science is the result of general laws." Had he said: "Science is a *knowledge* of general laws and principles arranged in the order of their logical sequence," he would have come nearer the truth. Again, he tells us: "When *every* instance is an exception, *there can be no law.*" Exception to what? Prof. Bain says: "The Art of Education is grounded on a precise knowledge of the retentive or plastic power of the mind." I could quote from Huxley, Carpenter, Spencer, Hamilton, Mills, Youmans, and a host of others, to establish the following general laws of mental action; and the observation and experience of every intelligent person will confirm them. They are:

First—Repetition of muscular and mental action leads to automatic results.

Second—Ideas occurring together, or in close succession, tend to grow together, or cohere in such a way that when any of them is afterward presented to the mind, the others are immediately brought up.

Third—Several mental processes may go on simultaneously, and ideas may be so grouped as to enable the mind to carry on a series of complicated operations.

Fourth—Exercise is the essential condition for mental growth and development.

Fifth—Muscular and mental activity declines when the proper stimulus of exercise is withdrawn; and impressions fade if not renewed by frequent or occasional review. Of course, this is the converse of the fourth law.

The *science* of teaching consists in a knowledge of these fundamental laws, and of the various conditions that modify their action. The *art* of teaching consists in the practical application of this knowledge in the school-room. The principal modifying conditions are: (1) Attention, which intensifies mental action, and renders the acquisition of knowledge comparatively easy. (2) Emulation, which inspires the learner with a desire for improvement, progress, growth—a desire to rise above his present condition. (3) The method and order of presenting knowledge to the learner's mind has much to do in the art of teaching. (4) Natural aptitude of the individual constitution is another condition; to discriminate differences and recognize identities is, *per se*, the intellectual power. Owing to peculiarities of temperament and nervous organizations, perception is more rapid and impressions are made deeper in some persons than others. (5) The freshness and

vigor of the general system may be regarded as essential to the plastic operation. Fatigue, exhaustion, indifferent nourishment, derogate from the powers of the learner. The greater physical vigor of early years, is one among other reasons why youth is the season of improvement. (6) Regularity of exercise is essential in the educational process; periodicity being a law of mental and physical action.

The science of teaching is founded upon a thorough knowledge of the above named laws of mental action and the conditions that modify them, and upon this knowledge is grounded the art of teaching.

Our writer tells us that no two teachers or pupils are alike, and, therefore, "no rule or law can be applied to all alike." Does he regard every teacher and pupil as a "*sui generis*"? We might as well say that the rule for multiplication or division of simple numbers could not apply to all numbers, because they are not alike. The modes of mental action in all human beings are alike, as well as their anatomy and modes of physiological action; and the same laws apply to all alike, notwithstanding their differences of disposition, capacity, etc. He asks: "Where was this lately discovered science when the great minds of old were produced?" All mental development, at all times and in all persons, has been carried on by the same laws. Intense love for some art or branch of science, with great aptitude in the individual, has resulted in superiority of mind, because the individual, being stimulated by his love, availed himself of the laws involved in mental development. For instance, Paganini spent more than half of his time with his violin in his hands; Milton was enchanted with poetic imagery; Burke, with oratory and rhetoric; Napoleon the First, with the idea of conquest and martial glory, etc. It is true that many of those who have made their mark in the world, and whose names have gone down to history, did not enjoy all the advantages of an education; but they employed the same means in acquiring knowledge that all do. Our friend closes with a repetition of what he has said, without giving us any light upon the subject. He thinks teaching is wholly empirical, and denounces those who make an attempt to get out of the sea of empiricism in which he so delights to flounder.

E. J. SCHELLHOUS.

AT the late Plymouth Church pic-nic, Mr. Beecher was asked why he did not dance. "There is but one reason," he replied "I don't know how. The only dancing I ever did, was when my father furnished the music, and used me for the fiddle. I took all the steps then."

TALKS ON EDUCATIONAL TOPICS.

In my last number I was speaking of the qualifications necessary to primary teachers. No greater fallacy was ever put in print than the oft repeated assertion, "any one can teach little children, but it requires a teacher of information and skill to train older minds." We are beginning to see light on this subject, but it may be a long time before the rays will become general. Every thoughtful teacher, whether in primary or grammar schools, knows it to be a fallacy. I recently received a report of the Akron, Ohio, schools. The Superintendent is there paid $2,500, a lady principal of their High School $1,200, her assistant $800. The primary teachers, however, receive $1,000. They certainly there have no impression that "any one" can teach a primary school. The most inexperienced teachers are generally assigned to these primaries, and consequently the character of primary instruction has fallen much below the standard reached in other grades. A great change is taking place throughout the educational world in this particular. It has been discovered that while a higher order of literary attainment may be necessary in schools of a higher grade, the highest success in primary instruction, can only be attained by teachers of the greatest skill and the ripest experience.

"What France most needs is a nation of mothers," said the great Napoleon. Not in the mere common meaning of that term, for the number of illegitimate children reported showed that there were mothers enough such as they were. But what France needed (as all other countries need), was true mothers, women of culture and refinement. We need the best women for mothers, and we need the best talent for the instruction of our children; and the younger the children are the better should be their teaching. Take two children of seven or eight years of age. One comes from a family where the mother is a high toned, well educated and refined woman, who by word and example is training her children in the right way, who takes special pains to accustom them to the proper use of language, opens up to them the field of nature around them, and turns the current of their inquisitive questionings into proper channels. The other mother does her duty as she thinks, when her children have bread to eat and clothes to put on, who has neither time nor inclination to do more, who is glad to see them old enough to get away to school, and the longer they are kept there the better. She is dissatisfied that the daily sessions are shorter than in the grammar schools for the childrens' health; teachers are paid to keep them and they ought to. Take these children at a later period and tell me if it makes no

difference as to who is mother of young children, so they attend school.

Older children of course are harder to govern. Their wills or their obstinacy have often grown with their growth, and strenghtened with their strength. It requires great care, reflection and tact to manage them. Many have never learned obedience at home, and are taught it for the first time in the school. In seeking for a teacher for such pupils, we of course must seek a different class of mind, than might be necessary for younger children. But that such pupils are harder to teach, that they need more explanations, more original thinking, more felicity and fertility of illustration, more skill in getting hold of their minds, and developing their mental natures, than is necessary to properly teach little children, is not true. If I must be measured by my success in teaching, I would rather to-day take a class of boys and girls from fourteen years and upwards, than a class of six year olds.

Primary teachers, then, should be well paid. Usually the cheapest teachers are the poorest. A highly qualified lady teacher for instance needs employment. She is offered $50. Her own good judgment tells her she is worth more, but she can do no better and goes into the school. Her self respect is gone. She uses no extra effort to build up her school, unless she is a woman whose moral stamina is of the finest texture. The directors and patrons may now congratulate themselves on having saved money by securing a cheap teacher, but really she is the dearest they ever had. A yard of broadcloth may cost $6 and one of shoddy only $1, but is shoddy therefore the cheaper to the man, who wants a good suit of clothes?

The County Board of Examination has raised the standard of primary teachers, let school directors now raise their salaries.

T. H. R., Los Angeles.

PRACTICAL SUGGESTIONS.—TOO MUCH BOOK QUESTIONING.—Many teachers fall into the habit of confining themselves too closely to the text book when hearing recitations. This is a great mistake. The marginal questions in text books are intended to render assistance in preparing the lesson, but not for hearing recitations. Any fool can teach with a book open before him in which the questions are prepared. Teachers should discard the text book entirely when a class recites. Have no book open, keep your eye on the class constantly, and see that theirs is on you. Thus, and thus only, can that interest be secured which will prevent a dull and lifeless monotony, and prevent whispering, disorder and inattention at recitations.—*Educator*.

A "PUPIL'S" SUGGESTIONS.

Editors California Teacher:—I have been looking over the back numbers of your TEACHER from August, 1870, to June, 1871, wherein I find many very valuable hints to teachers. "Object teaching" receives quite a prominence. Allow me to suggest an object lesson, the importance of which may be seen by this *little* incident. The Saturday evening before the last meeting of our State Teachers' Institute, I met a Professor in one of our public institutions in a grocery store, buying some few groceries; he bethought himself: "Rice, rice—what is rice a pound?" "A bit a pound," said the clerk. "Well, you may give me two bits worth"—walking out while the clerk was weighing it for him.

Prof.—"How large a package will it be?"—wondering whether he could carry it home, I suppose.

Clerk.—"Oh, not large."

After he had gone out, I said to the clerk: "Was that Prof. ——?" "It was." "*Could he have known what he asked?*" said I. Clerk's apology for him: "Why, I suppose he didn't know how *bulky* it was." "It cannot be that the man has lived to his age and not *seen* rice," I said.

Had I been acquainted with the Professor, I would have said: "Capital object tesson; take that two pounds of rice into your school Monday morning; pass it around; let every pupil take it, look at it, that he or she may not have to ask the question that you have asked, when he or she goes to a store for two pounds of rice."

Do not the brother and sister teachers *see* the importance of this object lesson? Act upon it, I pray you, that our rising generation may be more practical than that Professor.

Can we not devise some way to correct the habit of using *done* for *did?*—I done it; you done it; and the objective case of the personal pronoun for the nominative—as *him* and *her* went; I thought it was *her*, or I thought it was him. And then almost every other person uses two negatives in one sentence: "I won't give you no peace unless you go with me. He ain't got no pencil." We will say nothing of the use of set, or sat, for sit; lay for lie; I will lay down; laid for lay; I laid abed late this morning.

What say you to the division of a subject into "firstly," etc.? Last Thanksgiving day I heard a clergyman commence his sermon with "firstly." A President of one of our Teachers' Institutes says: "I consulted, 'firstly,' Webster's Unabridged." Another clergyman, a D. D.,

asks indulgence for "so lengthy" a report of the doings at a Teachers' Institute.

June TEACHER, 1871, page 391: "How to teach Penmanship." In the first sixteen lines the phrase "*in order*" occurs four times. The first: "It is necessary, in order to form a graceful and easy letter, that the hand and pen should move in a graceful and easy manner." What force has the phrase? Does it add strength or beauty? Leave it out; who will say that it does not sound better. Try the following instances in the same article, and you have the same result. Do our best writers and speakers use the term?

At one time the Theological students at Bangor, Maine, used to meet once a week, or fortnight, as the case might be, to give each other a "good dressing down," as they called it, for their "murders of the King's English," and boorish and uncouth habits, without calling names. The coats were held up and silently donned by those whom they fitted. One of the number assured me these meetings were productive of much good. Might not something of the kind be adopted in our public schools, profitably?

I once heard of a boy who was induced every time he used a bad word, to drive a nail into a board; at the end of a month he had driven thirty-two nails into the board, and then "*he stopped*," as the little wee bit of a Sabbath school girl said, who told me the story. Let us all, teachers and pupils, *drive a nail* in a board, or make a *black mark* against our names every time we speak incorrectly. Our *friends* assisting us a little, we *may* get nails or marks enough to have it said of us, "they stopped."

One more, to me seeming error, then I will stop: "I am mistaken," commonly used when all we mean is, "I am in an error—I am wrong." It seems to me, "am mistaken" is in the passive voice; "I am mistaken *by some one—some one* mistakes me." Please give us your opinion. PUPIL.

Seek you to train your favorite boy?
Each caution, every care employ,
And ere you venture to confide,
Let his preceptor's heart be tried.
Weigh well his manners, life and scope,
On this depends thy future hope.

A MINNESOTA school teacher who whipped one of his pupils nearly to death has left that part of the country by railway. The rail was a three cornered one.

STRENGTH OF MEMORY—EVERETT AND CHOATE.

Mr. Everett gave me an interesting page from his history, connected with his addresses. He said that from the earliest start he had been accustomed to commit to memory his speeches. In writing an address he wrote a page and then committed it. If he was about to visit a place where there was the least probability of his making an address or speaking, he would search for some historic event, or matter of local interest, write and commit. If he was called to speak unawares, he put his thoughts down immediately after his return home, and wrote out a speech such as he would have liked to have delivered. When he was settled in Brattle-street church, Boston, he was a mere stripling. He resolved to read nothing, but to prepare his sermons with great care and commit them. Some of the elder members of his flock were made nervous by his temerity. Seeing a mere lad standing up in the pulpit without a scrap of paper before him, filled them with alarm lest he should break down, and thus destroy all their enjoyment. Mr. Everett was requested to take notes with him into the pulpit. Wishing to accommodate his friends, and resolute in his purpose not to read sermons, he compromised the matter. He took into the pulpit a sermon he was not preaching, and occasionally turning over the leaves, quieted the nerves of his anxious friends. Under this constant and severe discipline, his memory became as tenacious, as supple, and as obedient as the fingers of a well-trained organist. The reading of a lecture or sermon twice enabled him to commit it perfectly. He regarded the time when he gave his celebrated Phi Beta oration in the presence of Lafayette as that when he stood on the summit of success as an orator.

The strength of Mr. Choate's memory was one of the most remarkable things about that remarkable man. He not only read everything, but he remembered everything he read. He knew where the book was in which the desired information was to be found, the very page, and the precise location of the book in the library where it happened to be. While trying the celebrated Sewing Machine case before Judge Woodbury, I heard him request a friend to go to the Athenæum and get him a volume of a set published by Chambers. The article he wanted was on the manufacture of silk. He described the set, the room in which it was kept, and the very spot in the library where it could be found. He wrote down nearly everything in a case that he could. The act of writing fastened the thing in his memory, and it was ready for use. In the trial of a cause he kept two sets of notes—one of the testimony, the other a digest and argument. He was ready to argue

a case the moment the testimony closed. His memory enabled him to talk on any subject introduced. He was at home on the Black-letter law, knew familiarly the intricate English law of entail, and could discuss the laws of any nation as intelligibly as he could a common case of assault and battery. I walked with him from the Court House on Saturday previous to his celebrated eulogy on Webster, before Dartmouth College. He had been all the week before the United States Court, conducting an intricate trial, the heat like that of a tropical climate. He went into the barber's shop under the Bromfield House, for he said, "I must be shampooed daily, or I should die." The eulogy on Webster, I think, was to be delivered on Tuesday. This was Saturday, and the intervening Monday was to be consumed in the journey to Hanover. I said to him: "Of course your eulogy on Webster is completed." He drew himself up to his full height, and laying his hand gently on my shoulder he said: "Mr.——, as I live, not a word of that eulogy is written." Yet it was delivered as announced, delivered without notes, fully written out and committed in the writing. I knew one instance in which he completed his lecture at the office a short time before the train started that was to carry him to his appointment. He left the manuscript on his desk, and gave the lecture, he said, as near *verbatim* as he desired to, and that without a scrap before him. He was very careful of the wording of his motions before the higher courts. His phraseology was always peculiar. Having written his motion on a scrap of paper, he usually crumpled it in his hand and threw it on the floor as he arose to address the bench.—*Cor. Boston Journal.*

PLANNING A CAREER.

BY HORACE GREELEY.

I judge that most human beings float or drift through life. They "aim at nothing, and hit it." They may have desires, or hopes, or impulses, at one time or another, but no definite, coherent, symmetrical plan, formed in early youth, matured with growing knowledge and ripened judgment, and tenaciously adhered to, through favoring or seemingly adverse fortune to the end.

Vague aspiration is common enough. Nearly every youth desires and hopes in time to win fame or fortune—often both. Nearly every one would be a Girard or Astor in wealth, a Webster in intellectual might, if wishing would make him so. But the would-be Astor has other desires than that which wealth will gratify: he covets ease, luxury, and

divers sensual gratifications, as well as riches; and nature says to him decidedly: "You may achieve something, but not everything: Choose!" He does not choose; but, aspiring to everything, attains nothing. He falls a victim to his own anarchy of purpose, just as the fowler who fires a bullet at a flock, but at no particular bird, will generally hit no one.

The cruelest mistake of Youth is neglect to acquire skill and dexterity in some useful calling. Many fancy themselves too rich (prospectively) to need proficiency in some handicraft: they expect to live on what others have earned before them, not what they shall earn themselves. But Nature sternly vetoes this miscalculation—sends tornadoes, earthquakes, Chicago fires, to baffle it. Were I an Astor or a Vanderbilt, I would have my every child taught a trade, even though ever so confident that he would not probably need it. If only to arm him for the remote contingency of being cast away on some isle previously unpeopled, I would fortify him against disaster by imbuing his hands with skill, and his brain with resources and provisions for defying want.

Carlyle says the saddest sight on earth is a man able and willing to do useful work, yet needing and vainly seeking employment. I realize that this is sad; but sadder by far to my apprehension is the too familiar spectacle of men and women seeking work in vain, not because there is no work to be done, but because they know not how to do it. For the skillful artisan or tiller of the earth, who has no work to-day, may find it in plenty to-morrow; at all events, he is ready to do it when required, and does not feel that he is essentially a pauper. But for that vast, forlorn multitude, who tell us they are "willing to do anything," but who really know how to do nothing that others or themselves stand in need of, what hope can exist? What alternation of seasons, what improvement in the money market, what melioration of the times, can relieve their sore distress? Especially if they *will* crowd into cities, where living is so dear and competition for employment so superabundant, what *can* be done for them?

I hold induction into some calling which is essential to the satisfaction of our imperative wants, the first need of every human being. Let the youth be a poet or a painter, if he will; let his sister become proficient in music or geometry, if her tastes so dictate; but let her first be taught how to cook, or to sew, or to keep a house in order, and let him be taught to grow corn, or build habitations, or make shoes. Not because manual labor is more useful or more honorable than other, but because it can never be dispensed with or go out of fashion—because siege or famine, cholera or conflagration, can never supersede or supplant it, do I insist that every child should be trained to efficiency in

some inevitable trade or handicraft, as the most indispensible part of a true education. Add as much intellectual or literary culture as you will, but first in importance, but not necessarily in time, be sure to arm and train your child for that conflict with physical want which is the only unfailing heritage of all the children of Adam.

Now encourage and aid him to choose wisely his pursuit, which need not be that which is to stand between him and starvation, in case of failure in the vocation of his choice. Ask him to choose, with due respect for his own tastes and aspirations, but not in entire indifference to the needs of the community, the dictates of the general weal.

I have more than once offended a stranger who enquired of me, "Would you advise me to study law?" by responding Yankee-like, with the question, "Do you think the country now in need of more lawyers?" I surely had not intended any sarcastic or other reflection on the inquirer's meditated calling; I had purposed only to draw his attention to a point which he seemed to have overlooked. Why should any deem this inquiry irrelevant? I am sure that clergymen are a useful and necessary class; yet there are countries wherein they are far too numerous for their own or the general good. Then why not consider, in contemplating the study of law, whether there be or be not a present public need of more lawyers.

Perhaps the silliest thing a young man can say is, "I have resolved never to marry." Even though the resolve were ever so proper, it is one with which others have no probable or obvious concern, and your proclaiming it is a virtual intimation that you are so attractive to the other sex that you are obliged to warn them off from a hopeless quest—a starward aspiration—whereby their peace of mind is likely to suffer shipwreck.

I deem it of the first moment to a true plan of life to give to the acquisition of wordly gear its just position, as an important incident, not the chief object of a manly career. He who has reached his thirtieth, fortieth, fiftieth year, yet is still poor and needy, may possibly have been kept poor by unusual burdens or successive misfortunes; but in the absence of these, the natural presumption is strong that he has been idle, or luxurious or dissipated, and misused or neglected his opportunities. He had no moral right to become a husband and father without earnestly striving to make that reasonable and just provision for the legitimate wants of his household, in the absence of which, the great Apostle would regard him as "worse than an infidel." A comfortable home that does not belong to any other (husband, wife and children excepted); a calling or pursuit whereby a livelihood may to a moral certainty be

gained; a vicinage which however rude and repulsive at first, shall at length become agreeable and attractive; the approbation of the good and the dislike or dread of the irreclaimably profligate and depraved—so much at least should be included in the plan of life of every thoughtful youth. There be those whose hatred honors its object; there be some whose defamation is praise. He who aspires to please every one will be sure to deserve the hearty approbation of none. Let him rather resolve and strive so to bear himself that his friends and his enemies alike shall be such that, whoever is acquainted with both, shall *know* that his heart is pure and his life noble, and he cannot fail to die conscious and thankful that he has not lived wholly in vain.—*Wood's Household Magazine.*

THE TEACHER'S INFLUENCE.

BY VITAL E. BANGS.

In every land we now may find,
And on the boist'rous sea,
A power, o'er the heart and mind,
E'er working silently.
'Tis cherished by the grateful heart
In closet and in busy mart.

But most, where Wisdom bears the sway
And Virtue does not weep,
Where Manhood upward leads the way
And Conscience will not sleep.
It has a glory of its own,
Untarnished by the world's dark frown.

In age, or through life's youthful dream,
'Tis like the potent glass
That makes all objects plainer seem—
Like glass, for naught 'twill pass—
Helps to discern our happier home,
Whether of this or life to come.

The teacher's power often seems
Exerted but in vain—
Long may the mist resist the beams
That seek to light the plain;
At last it will dissolve in light—
So, error's cloud, in wisdom's might.

The teacher dies with but a name
Inscribed upon the sand,
Yet writes with characters of flame,
As with inspired hand,
Lessons that Wisdom will defend
And Virtue guard unto the end.

Who gives direction to the thought
And bias to the mind,
Of him, whose deeds, in marble wrought
Admiring eyes may find?
'Tis he, who mindful of life's goal
Enlightens, elevates the soul.

His power shall outlast the stone
He rears for fallen man,
Shall dry the tear and hush the moan
And bless where e'er it can,
When his own humble burial spot
In the dim future is forgot.

A PITHY SERMON.

Many a sermon has been spun out to an hour's length, that did not contain a tithe of the sound moral instruction and counsel to be found in the following brief and pithy sermon from the pen of that witty and racy writer, Rev. Dr. John Todd:

"You are the architects of your own fortunes. Rely upon your strength of body and soul; take for your motto, self-reliance, honesty and industry; for your stars, faith, perseverance and pluck; and inscribe on your banner, 'Be just and fear not.' Don't take too much advice; stay at the helm and steer your ship. Strike out. Think well of yourselves. Fire above the mark you intend to hit. Assume your position. Don't practice excessive humility. You can't get above your level—water don't run up hill. Put potatoes in a cart, over a rough road, and the small ones will go to the bottom. Energy, invincible determination, with the right motion, are the levers that move the world. The great art of commanding is to take a fair share of the world. Civility costs nothing and buys everything. Don't drink; don't smoke; don't swear; don't gamble; don't lie; don't deceive or steal; don't tattle. Be polite; be generous and self-reliant. Read good books. Love your fellow-man as well as you love God. Love your country and obey its laws. Love truth; love honor. Always do what your conscience tells is your duty, and leave the consequence with God."

SCHOOL ETIQUETTE.

BY MISS HATTIE B. SWINEFORD.

THE school-room is a pocket edition of the world. Here are to be found representatives from every grade of society. Here is displayed every diversity of character, every shade or disposition. Here, too, every class of humanity stands upon an equal footing.

The man of experience has discovered that, in contact with the world, there are rough exteriors to be polished, sharp angles to be rounded; that the urbane manner, the polite address wield as potent an influence as that exerted over the devotees of mammon by their stern arbiter. In the world at large, that government is recognized as the most effective whose monitress is Love. She appeals to man's better nature, assigns his welfare as the prime motive, the ultimate aim and object of the measures to which she resorts.

Love and religion are so closely allied, that the one embraces the other. As the relations of cause and effect leave upon the mind the impression of invariable antecedence and natural sequence, so with love and religion: where the one exists in truth and purity, we naturally look for the other.

One of the pillars of our beautiful structure of religious faith and hope is, "Do unto others as ye would that they should do unto you." In this injunction is embodied all primary notions of politeness and refinement. Seeing, then, that religion, love and refinement go hand in hand, the one naturally suggesting the other, where could a better system of administration be found than one in which is embraced these three grand influences? And, since this method of government has been acknowledged to be most effectual in bringing about a desirable state of affairs in the business world, why not apply it to the miniature world,—ihe school-room?

The spirit of imitation is one of the world's great motive powers; it is the connecting link between ages, nations, generations, and communities. It is a controlling principle of our nature, evinced as forcibly in the child as in the adult. Let the teacher, bearing this fact in mind, lay aside the cloak of unapproachable dignity,—in which so many are wont to envelop themselves; let him assume the position of parent to child, of christian to publican, of the polite citizen to his neighbor. The force of example, ever stronger than that of precept, will produce a favorable result; for the heart of youth is ever alive to new impulses: like the unmolten wax, it is ready to receive any impression; even the most

wayward will not long be able to withstand the united influence of affection and good will.

School etiquette has reference, not only to affability of manner, to pleasing address, but it embraces also the most trifling acts of courtesy, —the soft closing of a door, the quiet placing of a book, the noiseless tread when another is reading or speaking: these little observances, seemingly so insignificant, are the introductory steps to that desirable stage when our places of instruction will resemble the parlor rather than the bar-room.

As the terms politeness and refinement preclude all idea of corporal assaults, so in the school-room they are forcible arguments in favor of moral suasion as the best means of reclaiming the rebellious, and of convincing them of their errors. This method of reproof is also strongly sustained by the position of parent to child, which the teacher has assumed; for the judicious parent ever appeals to the heart of his erring child before resorting to sterner measures.

Here, doubtless, the advocate of corporal punishment will have much to say of the efficacy of the birchen sceptre in subduing unruly subjects, which we will not deny; but is it the best, the only means of accomplishing the grand design of our school system,—the culture of head and heart?

Sages have advised, orators have expounded, and philosophers have written much on schools and school government; and how necessary that all should have a proper conception of this subject in order to view it in all its bearings upon the present and future welfare of our country! The moulding of the nation's character is best effected by instilling right principles into the minds of its youth. Let this be done lovingly, prayerfully, and who will be able to speculate upon the result of so blessed a mission?

A MEMBER of the London School-Board writes in favor of the warming of school-rooms from the floor, as warm feet would be found a great stimulus to intellectual activity.

PROVISION has been made in the public schools of Cincinnati, Ohio, for the instruction in German of all the children whose parents may desire it.

IN Hartford it is one of the duties of the police force to return truants to school, and during the past two months they report the return of 450 truants.

JEFFERSON'S TEN RULES.

Jefferson's ten rules are good yet, especially so for those who have training of pupils in our public schools. They are so short and concise, and embody so much of value, that it would be well if they were clipped and put where we could see them often. They read as follows:

1. Never put off till to-morrow what you can do to-day.
2. Never trouble another for what you can do yourself.
3. Never spend your money before you have it.
4. Never buy what you do not want, because it is cheap.
5. Pride costs more than hunger, thirst and cold.
6. We seldom repent of having eaten too little.
7. Nothing is troublesome that we do willingly.
8. How much pain the evils have cost us that have never happened.
9. Take things always by the smooth handle.
10. When angry, count ten before you speak; if very angry, count a hundred.

How to acquire a Good Memory.—As a general thing we read too much, and think about what we read too little. The consequence is, that most of the people we meet know something, in a superficial way, about almost every thing, and very little, in a thorough way, about anything. Not a tenth part of what is read is remembered for a month after the book, magazine, or newspaper, is laid aside. Daniel Webster, who had a rich store of information on almost every subject of general interest, on being asked how it was that he could remember so accurately, replied, that it had been his habit for years to reflect for a short time on what he read, and so fix all the facts and ideas worth remembering in his mind. Any one who does this will be surprised how retentive his memory will become, and how long after reading a book or interesting article, the best portions of it will remain.

From Japan we have the very interesting intelligence that it is proposed to send twenty-one native young ladies, daughters of Daimois, to America for the purpose of finishing their education. Ladies' educational establishments will be on the *qui vive*.

Boston spends thirty thousand dollars a year for music in her public schools.

Thirty Hindoos are studying law in London.

HERE is a chance to make $1,000. The Boston *Times* says: Suppose it to be one hundred miles from Boston to Portland. A locomotive starts at 12 o'clock from Boston, going fifty miles the first hour, twenty-five miles the second, twelve and a half miles the third, and so on each hour, traveling half the remaining distance, when will it reach the depot at Portland? A reward of $1,000 awaits any person who, by a mathematical calculation, can arrive at the exact hour. Why not make the offer $10,000? Even that will not "bring the answer."

A COUNTRYMAN visited a Boston hotel and wrote after his name, "P. O. P. S. F. C." Here was a title which none but himself understood. "Pray, my dear sir," asked the clerk, what do all those letters stand for?" "Stand for! Why, that's my title." "Yes, sir, but what is your title?" "Why, sir, Professor of Psalmody and Schoolmaster from Connecticut."

AN Evansville school-boy defined a lady to be "a growed-up girl, who doesn't cuss nor swear."

THE Christian Vernacular Education Society, in England, printed last year 260,300 copies of school books and periodicals, in seven of the principal languages of India. Their circulation has been 303,152 copies.

IT is probable that the French payment to Germany, if it effects no other purpose, will result in naturalizing, in the English language, the word milliard, to mean one thousand millions. The word bilion, though properly meaning a million millions, is as often used to mean a thousand millions, and it is particularly important to fix the meaning of arithmetical expressions. For this purpose, the milliard should be accepted as a valuable term in arithmetic.

Gov. RANDOLPH, of New Jersey, as empowered by the State Legislature at its recent session, has appointed a commission to examine the educational systems of other States and countries, with a view to developing and reporting a plan of free school education embodying the best features of the most successful systems.

HOW TO GET A WATCH OF ANY KIND FOR NOTHING.—One Watch free as premium (besides your profits) for every club of six. Write to the factory for lowest prices ever offered.

EDITORIAL TABLE.

PENNSYLVANIA SCHOOL SYSTEM.

Just now, when our legislators are considering the propriety of making material changes in our public school system, the following outline of that of Pennsylvania may possess practical interest. It is taken from the Annual Report of the Superintendent of Public Instruction for that State:

There come to the School Department so many inquiries from the outside of the State, in reference to the nature of our Pennsylvania common school system, that it is deemed well to give in this place a brief general outline of it.

Each township, borough and city in this State is made by law a school district. The districts thus formed are the only ones except a small number of what are called "independent districts," with a single school, formed out of parts of adjacent townships, otherwise badly accommodated with schools. Outside of cities and boroughs, the school districts have from one to thirty schools, the average number being about seven. The power of levying and collecting taxes, building and furnishing school-houses, employing and paying teachers, selecting text-books and managing the schools generally, is vested in a board of six directors, two of whom are elected annually at the regular local elections. The courts have power to remove directors for the non-performance of duty, and the State Superintendent can refuse to pay a district its quota of the annual State appropriation, if its directors do not keep the schools "open according to law."

The directors of a district are authorized by law to appoint and pay a district superintendent, and to require the teachers in their employ to hold a district institute. Each board is compelled to make an annual report to the State Superintendent through the agency of the proper County Superintendent, who must approve it, accompanied by a sworn statement, to the effect that the schools of the district have been kept open and in operation according to law, and specially declaring that no teacher has been employed during the year who did not hold a valid certificate, and that the accounts of the district have been legally settled. Failing to make such a statement, works a forfeiture of the State appropriation.

The school directors of each county, and of each city and borough having over 7,000 inhabitants, that may choose to do so, meet in convention triennially, at the call of the State Superintendent, to elect a superintendent and fix his salary. The directors fix the salary of the office absolutely, but they are limited in their choice of a person to fill it, to persons having certain scholastic and professional qualifications, of the sufficiency of which the State Superintendent is to judge before he issues the commission. The State Superintendent pays the salaries of the county superintendents, and fills all vacancies in the office by appointment.

The duties of the superintendents of counties, cities and boroughs, are to examine and certificate teachers, visit schools, give instructions to the teachers, hold institutes and supervise generally the school interests intrusted to their care. They make monthly and annual reports to the School Department.

The teachers' certificates granted in Pennsylvania, are the following:

A provisional certificate, which is a mere license to begin to teach. It is good only in the county where issued, and for a single year. A scale of figures, from one to five, is used in filling up this certificate, to denote degrees of proficiency in the several branches.

A professional certificate, which is a license to teach in the county where issued, for the term of the Superintendent granting it, and for one year thereafter. It is granted to any good teacher who can pass an examination in orthography, reading, writing, arithmetic, geography, grammar, history of the United States, and the theory of teaching.

A permanent certificate, which is granted by this department to teachers holding professional certificates, whose application therefor is endorsed by the proper Superintendent, the proper board or boards of directors, and by a county committee of teachers elected by ballot for this purpose at the Teachers' Institute.

This certificate is good permanently in the county where issued, and for one year in any other county.

A State certificate, which is issued to teachers who pass an examination, in a prescribed course, before the Board of Examiners of the State Normal Schools. This certificate is permanently good in any part of the State.

The State Superintendent is appointed by the Governor, with the consent of the Senate, and holds his office for three years. His general duties have been already named, in giving the statement of the work now devolving upon the School Department. He appoints his subordinate officers.

The State is divided into twelve Normal School Districts. To nine of these the State has appropriated $15,000 each toward the erection of buildings for Normal School purposes. The balance of the money required for their erection either has been or must be raised by local contributions. The buildings when erected do not belong to the State, but to the stockholders or contributors, who, however, cannot dispose of them or use them for any other purpose, without the consent of the State authorities. The State has appropriated considerable money to the several schools for the purchase of apparatus. No school can be recognized as a State Normal School until it has been found by the State authorities to conform to the requirements of law, and, when recognized, its charges, course of study and disciplinary regulations must be approved by the State Superintendent. The State furnishes diplomas for all graduates of Normal Schools, and the State Superintendent is chairman of the board that conducts the examination of the graduating classes. The State pays each student, who is attending a Normal School for the purpose of becoming a teacher, fifty cents a week toward his expenses, and gives him a gratuity of fifty dollars at graduation. All appropriations to the State Normal Schools are paid by the State Superintendent. A diploma of the first degree, given at a State Normal School, exempts the holder from examination in any part of the State for a term of two years after graduation; but at the expiration of that time he must either submit to an examination, or present to the Board of Examiners of the Normal School where he graduated, an application for a diploma of the second degree, endorsed by the Board or Boards of Directors for whom he has taught, and by the proper Superintendent. This, if granted, makes him a teacher for life.

COMPULSORY EDUCATION.

Hon. J. P. Wickersham, in his recent Report, discusses the important subject of compulsory education in a manner so characteristically sensible and moderate that we quote for our readers, without expressing either dissent or approval:

The President of the Board of State Charities, in his last annual report, thus states the question: "No man who has observed, with any care, the condition of our larger communities, can have failed to notice that there is in them all a considerable per centage of the children who grow up to maturity without the chance of taking pattern from any exemplary life within their range. Whatever ideas they have of the difference between good and evil, are intuitive, and the sanctions of divine and human laws are known to them only to the extent of their own sad experience. The average of social virtue, dignity and wealth is much reduced by the presence of this debased and debasing ingredient. And it is a problem well worthy of the gravest and most patient thought of philanthropic, political economists, whether anything, and, if anything, what can be done for the rescue of these unfortunates from their ill-starred condition, for the protection of the communities which they deteriorate, and for the purity, welfare and honor of the State, the mother of them all."

It was stated in a previous report that by the school census of Philadelphia, taken in 1868, it was ascertained that 20,534 children in that city, between the ages of six and eighteen, 11,000 of them between the ages of six and twelve, were in attendance at neither public nor private schools. By a similar census of Pittsburg, taken in 1869, it appeared that 3,781 children, between the ages or six and fifteen, were without school advantages of any kind. The carefully taken census

of the borough of Pottsville, shows that, in 1870, of 4,427 children in that borough, between the ages of six and twenty-one, 2,214 were out of school, and of 2,080, between the ages of seven and thirteen, 401 were out of school. Several county superintendents have made careful estimates of the degree of absenteeism in their respective counties, and concur in stating that about one per cent. of the children of proper age never attend school at all, and that some seven or eight per cent. of them attend so short a time or so irregularly as to derive little advantage therefrom. From such facts it is probable that 75,000 of our youth are growing up in virtual ignorance. A large majority of this number, it is true, either have acquired or will acquire the ability to read and write a little, but they are sadly deficient in all the nobler qualities that a good education is so well calculated to produce.

These 75,000 neglected children are found in the cellars and garrets, the streets and alleys of our cities and towns, employed in our mines and manufactories, or running wild in country places. Every observer must notice them, and every good man must lament their condition and fear the evils that society must experience from their untutored minds and unrestrained passions.

What becomes of these children thus suffered to grow up in ignorance? Let our houses of refuge answer the question. The total number of children received into the two houses of refuge for the ten years from 1860 to 1870 was 6,189, and their average age was about 13½ years. Of these, 1,941 could neither read nor write; 957 could read but not write; and 2,291 could read and write, but only about 200 of them could read and write well. This ignorance-produced crop of vice and crime, when more fully ripened, is harvested by our jails and penitentiaries.

But ignorance in this country does not only curse society with vice and crime, it *votes;* and a ballot in the hands of an ignorant man is a dangerous weapon. It is fearfully true, that with large masses of ignorant men as voters, no country can long sustain free institutions. Our statesmen cannot guard against this evil with too much care. "Eternal vigilance" in this, as well as in all other respects, "is the price of liberty."

To remedy the evil of non-attendance, many persons advocate the enactment of a law compelling children between certain ages to attend school for a certain number of months each year. Such laws, however, have not proven very effective in the countries and States where they are now in force. Prussia has such a law, but the school attendance in Prussia does not embrace a greater per centage of the school-going population than it does in other European countries that have no compulsory law. It is even doubtful whether the per centage of attendance is greater in Prussia than it is in Pennsylvania. Massachusetts has had on her statute books for years, very rigid laws enforcing attendance at her public schools; how effective they are will be shown from the following statements taken from the last report of the Board of Education.

In that report, page 102, it is stated that the "ratio of mean average attendance for the year to the whole number of persons between five and fifteen is 74." We have no means of determining how many persons there are in Pennsylvania between the ages of five and fifteen, nor how many between those ages attend our schools, as our school statistics are compiled in a different way from that in which they are compiled in Massachusetts; but from the best estimates that can be made, attendance at school seems to be about as good here as there.

Abner J. Phipps, Esq., the agent of the Board of Education, says: "It is a mournful thought that notwithstanding the very large amount expended for the maintenance of the public schools of our State, so large a proportion of children of school age fail to reap the advantages of this, and grow up in comparative ignorance. It is true we have a compulsory law, with sufficient penalties, if it were enforced, but in many towns it is not only not enforced, but no disposition to enforce it is shown."

Hon. Joseph White, Secretary of the Board of Education, declares, with reference to their compulsory law and the practice under it, that "It is the weakest and least defensible part of our school system."

And Gen. H. K. Oliver, the State constable, one of whose duties it is to see that the State laws concerning education are enforced, puts the case still stronger. The italics are his own. He says: "Now, we know, indeed, that there is a compulso-

ry statute of the Commonwealth in relation to the schooling of its children, but like a great many other statutes on the books, it is paralytic, effete, dead—killed by sheer neglect. It was never enforced, and never supposed to be anybody's duty to enforce it. In fact, we are inclined to believe that it is not generally known that such a law was ever enacted. *Nobody looks after it, neither town authorities, nor school committee, nor local police, and large cities and many of the towns of the State are swarming with unschooled children, vagabondizing about the streets and growing up in ignorance and to a heritage of sin. The mills all over the State, the shops in city and town, are full of children deprived of the right to such education as will fit them for the possibilities of their after life.* Nobody thinks of either enforcement or obedienee in the matter, so that between those who are ignorant of the provision and those that care for none of these things, thousands of the poor younglings of the State, with all her educational boasting, stand precious small chance of getting even the baldest elements of education."

Waiving all question, then, as to whether a law, compelling children to attend school is in consonance with the spirit of our free institutions, and whether the indisposition in this country to enforce such a law does not arise from that fact, the experience of Masachusetts teaches us that we in Pennsylvania must look in some other direction than in that of a compulsory law to find the remedy we are seeking for the evil of non-attendance at school.

After having carefully considered this delicate and difficult subject, I have about reached the conclusion that we must first do what remains to be done in the way of providing good school-grounds, good school-houses, and good teachers for our children, and we have yet much to do in this direction; and then supplant our present voluntary system by enactments as follows:

1. A judicious truant law.

2. A judicious law preventing the employment of children in mines, manufactories, etc., without some provision for their education.

3. A law authorizing boards of directors in cities and large towns to appoint and pay, when needed, a school missionary, to visit the parents of children not in school or attending irregularly, and endeavor to secure their attendance.

4. A law legalizing, if not requiring, the establishment of a home for friendless or neglected children in every county of the Commonwealth, and giving the boards of directors of the several school districts power to send to these institutions such children as the safety of society might justify being disposed of in that way. These homes should be established, supported, and managed by the same authorities that have the care of the almshouses, aided, perhaps, at first, by appropriations from the State. They should provide maintenance and clothing, as well as instruction, for the children. They should train the children up to habits of industry, and whenever suitable opportunities presented themselves, they should place them in good families, or where they could learn a useful trade.

A compulsory law, even if fully enforced, cannot bring into the schools children suffering from the want of food, clothing or shelter, children who must work or steal in order to live, children who have no parents or friends to care for them; and a large proportion of those growing up in entire ignorance are of this class. The county home is just the place for them, and tens of thousands might by its means be plucked like "brands from the burning," and made good members of society. I have almost unbounded faith in the effect of good influences upon the character of young. I believe most firmly that if all the ignorant, vicious boys and girls in Pennsylvania, could be at once brought into properly managed homes of the kind just spoken of, nineteen out of every twenty could be made good men and women —good members of society. If society is ever reformed, it will be done in this way. If the evils we complain of and suffer under, are ever removed, rooted out, it will be effected by the right education of the young.

It is in favor, also, of the plan proposed, that it does not disturb the sacredness of the family—a matter so dear to the Anglo-Saxon race. The State would not be called upon to overrule or break down parental authority, but merely step in to take the parent's place where children either have no parents or none that cared for them.

NEW SCHOOL REVENUE LAW.

It is almost certain that the Legislature now setting will remodel our school revenue law. As it now stands, the law is cumbersome, expensive and otherwise defective. The present mode of assessing and collecting district school taxes is specially faulty and inadequate to the demands of an efficient common school system.

Among the members of the Legislature opinion is divided between what, for the sake of distinction, we might call the *State* and the *County* systems of taxation for school purposes. It is held by some that a State tax for the tuition of all the children of the State for a uniform term of not less than eight months would be the most equitable, economical and effective solution of the matter possible. Others prefer that the main burden of taxation for the common schools shall be imposed upon the counties. All agree, we believe, that the district system should be abolished.

Though the advocates of a real *State* system of common schools have the advantage of the argument, it is likely that a compromise will be effected by which the rate of the State tax will be increased and the counties required to provide adequately *and equally* for all the public schools within their limits. From the character of the Committees on Education of the two Houses of the Legislature, we may hope that a good law will be enacted.

State Normal School Building.—Work on the State Normal School building has been temporarily suspended during the investigation of its affairs by a Legislative Committee. After the investigation, we presume the Legislature will make the needed appropriation and the work be resumed with vigor. We trust there will be no unnecessary delay in re-commencing work, as the school labors under serious disabilities in its unsettled condition. Besides, the State should not impose too far upon the generosity of the city of San Jose, by whose authorities the Normal School is now furnished with temporary accommodations.

EDUCATIONAL ITEMS.

That Resolution.—That resolution of the new State Board, declaring its purpose not to renew certificates, is still the subject of much talk and the cause of much strong feeling. The late State Superintendent is unable to answer the many inquiries addressed to him on the subject, his official relation to, and responsibility for such matters having ceased. All he can do is to repeat what was said a month ago: keep cool.

Women in the University of Michigan.—In the University of Michigan there are 65 women students. The oldest is 41, the youngest 16 years of age; the average, over 25. The best Greek in the undergraduate classes is a woman. A tall Kentucky girl named White (known among the students as *Longa Alba*), readily solved a problem in mathematics which has regularly balked every other class at its annual examination for fifteen years.

UNIFORMITY OF TEXT BOOKS IN MICHIGAN.—The *Michigan Teacher* says: "The movement toward a uniformity of text books is working well."

TEACHERS' WAGES IN MISSISSIPPI.—In Mississippi teachers' wages are fixed by law at $90, and $70, and $50 per month for the several grades, though contracts may be made at lower rates.

THE INDUSTRIAL UNIVERSITY OF ILLINOIS, at Champaign, has 320 students.

THE Legislature of Massachusetts has appropriated $75,000 for a fifth Normal School, to be located at Worcester.

MINNESOTA has three Normal Schools, with an attendance of 1,131 pupils.

MISSOURI PUBLIC SCHOOLS.—Governor Brown's annual message says the County School Fund is $3,597,084.

THE MISSOURI SCHOOL OF MINES was recently inaugurated with appropriate ceremonies at Rolla.

THE NEBRASKA STATE UNIVERSITY has an endowment (in lands) of nearly a million dollars.

SEWING MACHINES IN PUBLIC SCHOOLS.—In North Carolina it is proposed to put sewing machines in the public schools. A new phase of "industrial" education.

PENNSYLVANIA offers collegiate education substantially free. Within one hundred miles of Philadelphia, three colleges give gratuitous instruction.

BRAZIL.—Agitation for a common school system has begun in Brazil.

CHINA, it is said, has appropriated $1,500,000 to educate a number of young "celestials" in the language and laws, the manners and customs, of the United States—thirty to be sent every year.

EGYPT.—The Khedive has organized a Female Seminary, in which young ladies will be taught without the veil. Progress!

GERMANY ordains compulsory education in Alsace and Lorraine, along with other compulsions.

JAPAN asks our Commissioner of Education to prepare it a school system. He will do it.

GREECE.—An illiterate butcher, of Athens, has bequeathed $50,000 to the National University in that city. We have butchers in California who could do as much "and not feel it."

CHICAGO SCHOOLS.—The last monthly report of the Chicago schools shows an average attendance of 20,432—about two-thirds of the number attending at the time of the fire.

"AMEN," AGAIN.—In speaking of the Indiana State Teachers' Association, which was to have met at Indianapolis, December 26th, the *Chicago Schoolmaster* says: "No attempt will be made to entertain teachers free. Amen! to that. How can teachers expect to be treated like other folks unless they act like other folks, and pay their bills? Better take cold victuals along, than bore the citizens of a town with five hundred strangers, even though they *are* school teachers; for even *their* company is not always an equivalent for board and lodging." We have more than once expressed similar views.

KENTUCKY.—Dr. Henderson, the new State Superintendent of Kentucky, recommends separate schools for colored children, and the appropriation of all school taxes paid by colored citizens to the support of their own schools.

THE London (Eng.) School Board have decided that in their schools the Bible shall be read, and properly explained, but no effort made to attach children to any particular denomination; the Board properly considering any local objection thereto.

IN parts of Norway and Sweden a system of traveling schools has been adopted, the teacher teaching three months in one hamlet and passing on to another. A similar system has lately been adopted in sparse regions of Georgia.

DRAWING is made a part of the course in the public schools of Philadelphia.

MISS J. F. RIPLEY gained the first prize for Greek scholarship in the State University of Missouri.

PROF. HARTT, of Cornell University, spent his vacation looking after the scientific curiosities of the Amazon, in Brazil.

THE PEABODY FUND, under the supervision of Dr. Sears, for assisting public education in the Southern States, has a principal of $2,000,000; annual income, about $120,000.

PROF. AGASSIZ, exciting great interest by his discoveries in the region of the Amazon, is about to enter upon an exploring expedition around Cape Horn.

A LADY of Nashua desired to attend the Law School at Harvard. The authorities refused to admit her.

MISS DIMMICK, an American, lately received from the University of Zurich, Switzerland, the degree of Doctor of Medicine.

JOHN RUSKIN has lately given £5,000 to endow the Master of an Art School at Oxford, England.

THE Bishops of London and Lincoln, and the Archbishop of Canterbury, were schoolmasters.

HERBERT SPENSER, it is said, declines the offered Presidency of the University of Cincinnati.

THE Duke of Genoa, eldest son of Victor Emanuel, is at school at Harrow, England.

RUSSIA will soon afford women educational advantages equal to those of Western Europe.

IN Virginia, 2,800 public schools are in operation.

BOOK TABLE.

THE TEACHER'S MANUAL—Containing a Treatise upon the Discipline of the School, and other papers upon the Teacher's Qualifications and Work. By HIRAM ORCUTT, M. A., Principal of Tilden Ladies' Seminary, Boston: Thompson, Bigelow and Brown.

This is a neat volume, handsomely printed in large, clear type, the very reading of which is *comfortable*. It has in it much good sense, many platitudes; and, we are sorry to say, is blemished by a little of what, for want of a better term,

we shall denominate *pedagogical cant*. On the whole, the teacher can afford to read it, and should do so.

THE HOUR OF SINGING. A Book for High Schools, Seminaries, and the Social Choir. By L. O. EMERSON and W. S. TILDEN. Boston: Oliver Ditson & Co., 277 Washington street.

This book contains five parts: Part I—Elementary Studies; Part II—Three-part music for mixed voices; Part III—Four-part music for mixed voices; Part IV—Three-part music for female voices; Part V—Sacred and Devotional. The whole is simply and systematically arranged, making a valuable book for almost any ordinary musical occasion.

FIRST LESSONS IN PHYSICS. For use in the Upper Grades of our Common Schools. By C. L. HOTZER, Teacher of Physics in the Central High School, Cleveland, Ohio. St. Louis: Hendricks & Crittenden. 1871.

No pupil of the public schools would be the worse for mastering these thirty-nine lessons. Each lesson proceeds thus: A fact, an experience, and the development of a natural law, and then the application of the law—as in the barometer, thermometer, *et cetera*. For sale by Libby & Swett, San Francisco.

HYMNS OF PRAYER AND PRAISE. New York: A. S. Barnes & Co., 111 and 113 Williams street, 1871.

This chaste hymnal is well suited to the designs of its preparation—"for use in individual, family, and social worship." We heartily commend it.

WILSON, HINKLE & Co's ILLUSTRATED CATALOGUE has been received. To those of our readers who are wont to think New England still stands far ahead of the rest of the country in educational matters, we would commend an examination of this Catalogue, which may be had on application to the publishers at Cincinnati. Printed in the most beautiful manner, containing the names of some of the very best publications now before the public, and covering almost the whole ground of instruction, except the classics and foreign languages; this little book is a fitting exhibit of that peculiar enterprise and tact which have enabled the publishers, with true Western enthusiasm, to enter the lists with, and so soon rival, our old and long established houses in the East.—*Rhode Island Schoolmaster*.

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CALIFORNIA
STATE NORMAL SCHOOL.

BOARD OF TRUSTEES.

H. H. HAIGHT.....Governor
O. P. FITZGERALD.....Superintendent of Public Instruction
C. T. RYLAND..... San Jose
A. J. MOULDER.....San Francisco
H. O. WELLER.....San Jose
JAMES DENMAN.....San Francisco
J. H. BRALY.....San Jose

TEACHERS.

REV. W. T. LUCKY, A.M.....Principal
H. P. CARLTON.....Vice-Principal
MISS E. W. HOUGHTON.....Assistant
MRS. D. CLARK.....Assistant
—— —— .....Assistant

COURSE OF STUDY.

To secure admission into the Junior Class, applicants must pass a satisfactory examination before the Board of Examination in the county in which they reside, on the following subjects, viz.:

Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

JUNIOR CLASS—*First Session.*

**Arithmetic*—Robinson's Higher.
**English Grammar*—Brown's.
**Geography*—Monteith's.
**Reading*—McGuffey's 5th Reader.
**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.
ercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

CALENDAR FOR 1871–72.

First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

For additional particulars, address

REV. W. T. LUCKY, A. M., PRINCIPAL, San Jose.

March 25th, 1871.

Terms of Advertising in the California Teacher.

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1 page.....	15 00	40 00	60 00	100 00

THE

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TULARE COUNTY TEACHERS' INSTITUTE.

VISALIA, December 4th, 1871.

MORNING SESSION.—The Tulare County Teachers' Institute met at the Grove School-house, at ten A. M., December 4th Superindendent S. G. Creighton in the chair. The following officers were elected: Vice President. H. A. Saxe; Secretary, J. E. Clark; Assistant Secretary, Miss G. E. Erwin. The following Committees were then appointed by the Chair: Miss L. M. Mead, Mrs. M. M. Carter and R. P. Merrilll, on Questions and Exercises; H. A. Saxe, E. J. Benedict and Miss A. H. Gest, on Resolutions; G. E. Dean, H. A. Keener and Miss M. E. Martin, on Social Exercises. The following names were enrolled: Supt. S. G. Creighton; H. A. Saxe, Vandalia; J. E. Clark and Miss Georgie E. Erwin, Grove; H. A. Keener Misses Mary E. Martin and Amanda H. Gest, Visalia; R. P. Merrill and Miss Kate Gilmore, Tule River; Miss Lydia M. Mead, Willow; G. E. Dean, Elbow Creek; E. J. Benedict, Kaweah; D. Jamesson, Pioneer; Miss Susan Roork, Fresno County; Miss B. Bowyer, Deep Creek; H. H. W. Boggan, Antelope; Miss Thalia Houston, Pleasant Grove; Miss Blanche Imboden, Cottonwood; Miss Lucy Imboden, Sand Creek; J. H. Norwell, Farmersville; Miss A. W. Morton, King's River; Mrs. Grover, Deer Creek; Miss Ellen Burke, Union; Miss Jennie Bequette, Revs. J. P. Jones, G. H. Kinkade, C. C. Snell, Mrs. M. M. Carter, Jessie Carter, Ella Kinkade, Emma Owen, Minerva Meador, Alice Robinson, Leslie Wagy, Angie Cecil, Mollie Owen, Messrs. J. H. Grimsley, Tipton Lindsey, Julius Levy, A. Murray, J. Keener, J. W. Martin, W. Loyd.

Critic of the day, D. Jamerson.

AFTERNOON SESSION.—Institute convened at 1:30 P. M., Superintendent in the chair. Singing: Prayer, by Rev. J. P. Jones. A very animated and interesting discussion followed on the different methods of teaching spelling and pronunciation. These methods were advocated: oral, written, phonic and concert.

H. A. Keener was appointed critic for Tuesday.

MORNING SESSION, DEC. 5.—Institute convened at 9:45 A. M., Superintendent in the chair. Singing: Prayer, by S. G. Creighton. Critic's report. Discussion: Primary Reading and Geography.

AFTERNOON SESSION.—Institute convened at 1:30 P. M., Superintendent in the chair. Singing: Prayer, by Rev. C. C. Snell. Regular order of business suspended and the following questions taken up for discussion: Is it advisable to keep a record of each recitation? A vote being taken, the question was decided negatively. The remainder of this session was taken up in discussing the importance of punctuality in teachers and pupils.

EVENING SESSION.—Institute convened at 7:45 P. M., Superintendent in the chair, Singing: Prayer, by Rev. J. P. Jones. Miss Lydia M. Mead read an excellent essay on Moral Training. Rev. C. C. Snell delivered a very able lecture in defence of Public Schools.

On motion, the subject of School-houses, their construction, location and title of property was taken up and debated.

MORNING SESSION, DEC. 6.—Institute convened at 9:30 A. M., Superintendent in the chair. Singing: Prayer, by H. A. Saxe. Reading of the minutes; critic's report. Mr. R. P. Merrill was appointed critic for Wednesday. Discussions: Grading and Classification; School Management; Punishment.

AFTERNOON SESSION.—Singing: Prayer, by S. G. Creighton. Discussion on punishment resumed by H. A. Saxe. Discussion: How can we engraft the university or lecture system upon our present common school or text book system, so as to cultivate independent thought on the part of the scholars?

The following questions were taken from the query-box: Can a programme or recitation for the school-room be wisely prescribed by the State authorities? No. Is it advisable to comply with the law demanding written excuses from absentees on their return to school? No. [Not advisable to comply with the law, eh? Curious!—ED.]

EVENING SESSION.—Institute convened at 7 P. M., Superintendent in the chair. Singing: Prayer, by S. G. Creighton. Lecture, by Miss A.

H. Gest; subject—Education. Singing. Subject for debate: Arithmetic. Sub-topics: Primary Instruction, Analysis, Demonstration and Application of Principles and Rules. Moved and seconded that the Institute hold a session on Thursday evening, and that Compulsory Education be made the subject for debate. Carried. Critic's report.

RESOLUTIONS.

Resolved, That it is the duty of teachers to prepare themselves upon each lesson previous to recitation.

Resolved, That the influence of teachers should be exerted to secure better school-houses and apparatus for the use of public schools.

Resolved, That the want of greater success in many of our public schools is owing to the frequent change of teachers.

Resolved, That a vote of thanks be tendered the Rev. J. P. Jones, for the use of the brick church for the evening exercises of the Institute.

Resolved, That the thanks of the Institute be tendered Miss L. M. Mead, for her able essay on Moral Training, and also to the Rev. C. C. Snell, for his eloquent lecture in defence of Public Schools.

Resolved, That the Secretary furnish a copy of the proceedings of the Institute to each of the county papers, and also to the CALIFORNIA TEACHER.

Resolved, That the thanks of the Institute be tendered Miss Gest, for her lecture on Education.

Resolved, That the thanks of this Institute be and are hereby tendered to Prof. S. G. Creighton, Superintendent of Public Schools in Tulare County, for the able manner in which he has presided over the deliberations of the Institute; that his prompt and efficient methods of presenting subjects for its consideration have greatly contributed to the success of the occasion, and that we recognize in him a worthy exponent of our educational interests.

Resolved, That the thanks of the Institute are justly due and are hereby tendered to Mr. J. E. Clark and Miss G. E. Erwin, the Secretaries of the Institute, for the faithful, impartial and accurrate manner in which they have discharged their duties.

Miss L. M. Mead appointed critic for next session.

EVENING SESSION, DEC. 7.—Institute convened at 7 P. M., Superintendent in the chair. Singing: Prayer, by Rev. J. P. Jones. Singing. Subject for debate: Compulsory Education. Many able arguments were presented both affirmatively and negatively. Judge Goodwin offered some very excellent suggestions in regard to the coöperation and support which teachers should receive from their patrons.

Moved and carried that the Institute hold a session on Friday evening, and that text books be made the subject for debate. Carried. Critic's report.

EVENING SESSION, DEC. 8.—Institute convened at 7 P. M., Superintendent in the chair. Singing: Prayer, by Rev. C. C. Snell. Singing. C. C. Snell appointed critic. Subject for debate: Text Books.

Brown's English Grammar and the different methods of teaching it, received considerable attention from the members of the Institute, but other books of the series were by no means neglected. Critic's report

Adjourned *sine die*.

J. E. CLARK, Secretary,
MISS GEORGIE E. ERWIN, Assist. Sec'y.

A "RECONSTRUCTED" UNIVERSITY.

[A petition, addressed to the Legislature of our State and asking for an entire remodeling of the system upon which our State University is conducted, has been drawn up and put in circulation by H. C. Kinne of San Francisco. The document will explain itself, as we give it here in full. The points presented are deserving of consideration, though they will doubtless be considered by many as pushing matters to extremes.]

To the Honorable Senate and Assembly of the State of California:

Your memorialists, citizens of California, deeming it grossly unjust that any of the youth of our State should be debarred from the privileges of a University course of instruction by reason of the poverty of parents, respectfully request your honorable body to establish by law the following regulations:

1. That one out of ten of all the lads of the State annually arriving at the age of fourteen, and completing an ordinary grammar school course, shall be supported at the State University wholly at State expense.

2. That these lads shall be selected from all parts of the State by means of competitive examinations.

3. That these students while at the University shall be fed and clothed more cheaply and plainly than the ordinary laboring man engaged in his daily avocation.

4. That accommodations be furnished by the erection of a series of cheap wooden structures somewhat after the style of barracks for soldiers.

5. That kitchens, dining-rooms and wash-rooms be provided, and that all cooking, waiting, cleaning, laundry-work, etc., be performed by the students who shall be detailed in turn for this purpose.

6. That regular rations be issued, and that the expense of maintaining the students be reduced to the minimum point of the cost of the raw materials consumed.

7. That all students, when not employed in menial service, shall be required to engage in vigorous manual labor in the open air four hours per day.

8. That all students, whether supported at public or private expense, shall be subjected to the same regimen as regards diet, dress and labor.

9. That there shall be but one term annually, of six months' duration, and that during the remaining six months of the year the students shall be dismissed to their several homes there to engage in the various avocations of life.

10. That the course of instruction shall cover a period of six years and shall include branches taught both in high schools and colleges.

Your memorialists believe that this radical reconstruction of the system upon which our institutions of learning are based will be attended with incalculable benefits to the community. These institutions, as they are now conducted, graduate a select few, who are physically weakened from lack of regular muscular effort, whose long exemption from manual labor gives them a distaste for ordinary industrial pursuits, and who are eminently unfitted to cope with the world by reason of their protracted seclusion from the active duties of life. But with a reorganization upon the broad, free, popular basis outlined in the foregoing propositions, our colleges and universities will annually send out a multitude of young men inured to toil, accustomed to a severe simplicity of life, and prepared in all respects to render good service to society in any and every honorable vocation. Having spent a portion of each year in productive labor, they will naturally fall back into the same channel at the conclusion of their collegiate course. They will go forth to the farm, the workshop, the mine and the railway without the slightest taint of that false pride which prevents so many of the young men of the present day from engaging in any useful employment.

Your memorialists believe that California should take the lead in a movement of this character and thus point out the way to the nation at large. With the adoption of this system in all parts of the country under the auspices of either the Federal or the local governments, there will spring up a series of State or National Universities that shall gather within their precincts a scholastic force of not less than three hundred thousand young men—a spectacle such as the world has never before witnessed. And while the nations of Europe are burdened with huge military organizations which lay a remorseless hand upon their young men and force them to spend years in mastering the art of war, it shall be the boast of America that she maintains in the peaceful paths of science a standing army, rivaling those of the Old World in numbers, and potent beyond all comparison and all precedent in its influence for good.

In view of these considerations your memorialists respectfully request your honorable body to take such action as will secure the objects herein presented. And your memorialists will ever pray, etc.

San Francisco, January, 1872.

CRAMMING.

Ingratitude for past favors is one of the faults of the human race. No sooner do we gain a new friendship than we give the old one the cold shoulder ; no sooner do we discover a new and in some respects improved method, than we cover the old one with obloquy ; the new boots that hurt us are praised and prized and the old pair that served us thrown into the street.

The cramming system, that served so long and faithfully, now shares man's ingratitude in company with other cast-off servitors ; without provision, without pension, like an old schoolmaster, an old soldier, an old horse, it receives nothing but scorn and scoffing from the mouths of men. We have become educators and have ceased to be teachers. The drawing-out process has taken such possession of our faculties that we persist in draw-draw-drawing out, until we have nothing to draw with but breathless lungs, and nothing on which to operate but exhausted receivers.

I believe in cramming. I would like to rest from drawing out, and try the plan of pouring in, for variety, if for nothing else. The first attempts to impart information were systems of cramming. Knowledge was first acquired by cramming. And whatever the Omega of education itself may be, the Alpha is—to cram.

The first educational efforts of Greece were, causing her youth to commit to memory the poetry of Homer—cramming. The weightiest educational undertaking among the ancient Irish was to learn and remember the genealogies of the numerous royal families that stocked their island, so that the thirty-second cousin of the foster-brother of a prince might be pointed out with a willow stick at every hand's turn ; and behold the result! There is not an "O" or a "Mc" in Christendom, or out of it, that is not the lineal descendant of an Irish king.

We must cram—fill the minds of the young with facts, facts, facts—important and unimportant, curious and commonplace, connected and disconnected, relative and arbitrary facts. We must pour them in constantly, and stop every leak by which they might escape. Coming from many sources, being of diverse natures, they form at first, it is true, a rather turbid solution, and our sick hearts often feel that the little bottles were better without them ; but let them alone ; the world will shake up the contents of those little bottles, and time will clarify the liquid and crystallize the valuable ingredients. The mind of a child has an original force of its own, or it has not. If it has not, no patent, educational tinkering can impart that force to it. If it has orig-

inality, its own individuality is the best shaping and solidifying power over the mass of crude knowledge it contains. In the first case, facts are better than nothing; in the second, facts are just what is necessary to mental growth. Cramming is the opposite of philosophy. First in the order of importance is philosophy; first in the order of time is cramming. Cramming furnishes the material; philosophy, sooner or later, handles its tools and erects the building. Cramming fills the barrel with cider; philosophy proceeds with its kind fermentation, which insures the cider's preservation through the months of winter.

The process of creation is one of philosophy; that of discovery, one of cramming. The second begins where the first ends, as the strand of yarn last wound on, is the first to be unwound from the ball. It is for the Infinite to create; it is for finite man to cram; and if finite man ever becomes a creator it is only after a fearful amount of cramming.

Humboldt was an incorrigible crammer; he traveled over land and sea to cram. Pythagoras went to Egypt to cram. Mahomet crammed on Judaism and Christianity before he attempted to originate. Agassiz lately went to South America to cram. Major Powell goes shooting through the canons of the Colorado on a cramming expedition. Walter Scott, so exact in his description of scenery, crammed for every picture. Michael Angelo crammed in the subject of architecture before he placed the dome of one grand temple on the columns of another. Darwin, before favoring us with his theory so flattering to our remote ancestry, performed a frightful task in the way of cramming. These men, and all men that have done any good in the world, spent a long time in collecting facts—facts, facts agreeing, facts contradictory. At first these facts are as confusing and confused as the fancies of a dream; but, after a while, somehow, of their own accord, they form into groups and coteries; they make or discover relationships with one another, and move onward, like the well-conceived characters of a story, to form a grand, happy, well-arranged tableau at the end. Miscellaneous facts are like shy and strange visitors at the opening of a ball; soon the music of thought and reason is heard—the disorderly assemblage changes, as if by magic, into little systems that spin around in the mazy whirlings of symmetry, beauty and grace.

Such is essentially the inductive method of philosophy—nine parts of it is cramming, one part logic. If it is good for men, it is good for children; for, men, in learning, are but the children of other men's brains. With the oxygen and hydrogen present in proper porportions, there is but little time consumed in uniting them by means of the electric spark; but without the component elements, you might flash

your spark forever and not a drop of water would be made. Cramming is the element, philosophy the spark. The first thing a child appreciates of a tree, is its fruit, or its practical use; then he notices its leaves, then he becomes acquainted with the twigs, (no allusion to corporal punishment); then with the larger limbs; then with the trunk; and, finally, with its roots; then, and not till then, is he ready to grapple with the functions of its parts, and the laws of its growth. Throw him into the study of these laws at the outset, and he will remain imbedded in its trunk—like the simpleton sage, Merlin, when fooled by the tricky damsel—till his eyes are as dark as its cave, and his intellect as vegetable as fibre. Anatomy precedes physiology; the knowledge of facts precedes the interpretation of laws.

A boy sees a locomotive "dropping her parallel rods." How is it done? is his thought. The connection-rods pull them, the piston-rods pull the connection rods, and the steam pushes the piston. Why? Because steam is expansive in its nature. Thus the *law* is reached by judicious cramming with facts. So every trade, every science, every art, must be practically mastered, by becoming conversant with its facts, before its laws can be understood and applied in producing new developments.

A child "spells down" the whole school. That child crammed from the speller. Had he studied nothing but the rules of spelling, he would have been floored on the first round. The rules of spelling are good, but good spelling is better. We must have rapidity of work in the multiplication table; it is done by cramming—ratiocination is fatal to it. The stomach does not digest all the food it receives; why should the mind? Quantity, as well as quality, is important to both.

We must cram our pupils with irrelevant lumps of learning, that they may appear well in examination; we must cram our pockets with money, that we may be independent and respectable; we must cram our homes with good things and pretty things, that our wives may be happy; we must cram our employers with flattery, that they may think us competent teachers; we must cram our patrons with praise of their hopefuls' cleverness, that they may believe we know the English alphabet; we must cram our assistants with compliments, that thay may co-operate with us; we must cram, *cram*, CRAM!—*J. Mahony, in Chicago Journal.*

BIOGRAPHY AND CHARACTER OF PESTALOZZI.

Every country delights to honor her great men. The reverence and gratitude with which Switzerland, and indeed all Europe, regard Pestalozzi, were plainly exhibited upon the occasion of a festival observed on the 12th of January, 1846, the one hundredth anniversary of his birthday. It will be both interesting and instructive to review a life and character so distinguished.

The history of his nation during the period of his life shows that she truly needed a reformer, especially in educational affairs. This individual was found in the person of John Henry Pestalozzi. But it seems strange, aye wonderful and almost incredible, that such a character could effect such results as did accrue from his labors and influence. (1.) His course was one of varying scenes—it was not the smooth current of a quiet stream, but the ever dashing, glittering, darkling motions of the restless river. Now he was exalted with the prospective results of grand speculations; now he was sinking low because he failed to carry them into execution. Yet, when other men would have given up despondently, he, persistently plodded on. His childhood was a foreshadowing of his future days. At the age of six years he was left fatherless; his youthful training was under the entire control of his mother. What that training was his own words will best tell. He says: "I was brought up by the hand of the best of mothers like a spoilt darling, such that you will not easily find a greater. From one year to another I never left the domestic hearth; in short, all the esential means and inducements to the development of manly vigor, man's experience, manly ways of thinking, and manly exercises, were just as much wanting to me, as from the peculiarity and weakness of my temperament, I especially needed them." (2.) No man ever understood himself better than did Pestalozzi. And it was the consciousness of this inefficient training that induced him to put forth efforts portraying better, truer, purer ways. It was the knowledge of his own weakness that gave birth to strength in the shape of new reforms. Feeling needs within himself he could fully realize the wants of others. He possessed an exceedingly sensitive disposition. His imagination was luxuriant, but he was deficient in the power of sustained attention. He acted from impulse without the co-operation of judgment. But let us remember in his youth his world extended not beyond his mother's fireside. In his early days his ideas of real human life were such as we would have of a total stranger. He believed himself capable of performing things for which he was by no means qualified; and the tone of public instruction

in his native village was to a great extent calculated to feed this visionary fancy. He was amiable, affectionate, and patriotic. He was always anxious to do something for his country, particularly for the poor. (3.) When we bring to mind his lofty projects and philanthropic desires, we can but exclaim: Alas! that he should possess such little executive ability and practical knowledge! For a time he most zealously engaged in legal and historical studies. But when Rousseau's Emile fell into his hands, his enthusiastic mind was seized by this highly visionary and speculative book, and he was by it induced to abandon the studies he had commenced and set up for an *educational reformer*. From this time his course is marked by apparent, if not real failures. Yet his theories were like "bread cast upon waters to be seen after many days." He first purchased a barren tract of land, and with a rich mercantile firm commenced a madder plantation, and erected a handsome villa for himself. He designed to found a center for educational and agricultural purposes. (4.) In a short time the madder plantation failed. But Pestalozzi resolved to continue his farming and combine with it a school for poor children. The school opened, and soon he had fifty pupils. He was engaged in this work for five years. His pecuniary affairs having been brought to a perplexing condition, he was necessitated to withdraw from this occupation. His wife was suffering from a protracted illness, and they were so reduced as often to feel the want of bread and fuel. However, it was under these trying circumstances that his genius was displayed. How true the words of Goethe, "Who never wets his bread with tears knows not the heavenly powers." Perhaps, had it not been for these very trials, the educational world would never have been assisted by the "Pestalozzian school system." The same year his school closed he wrote a work entitled the "Evening Hours of a Hermit," which produced a decided effect in both Switzerland and Germany. The next year "Leonard and Gertrude" appeared, which established him as a writer. (5.) Troubles arising in his country and impending danger being felt from the invasion of the French, his patriotic spirit was aroused, and through the columns of the "Swiss People's Journal," he endeavored to inspire the nation with a love of order, justice, law, education, integrity and piety. At this time the Government tendered him an office, but he replied "*I will be a Schoolmaster.*" He was about to open an Institute, when, by the burning of one of the towns, a large number of orphan children were left homeless. Legrand, then at the head of the Swiss Directory, called upon Pestalozzi to take charge of these children. For ten months he taught, trained and fed eighty children, under fearfully distressing circum-

stances. This deed alone, should call forth from our hearts the words, "*noble man.*" In a few months after he left this labor he began teaching in a primary school. This, in about a year, he was compelled to relinquish on account of poor health. But not satisfied without being actively engaged, as soon as his health somewhat improved, he, with the assistance of a few other educators, opened an institution which is considered the first systematic attempt to put into practice the principles taught in his "Leonard and Gertrude," twenty years previous. (6.) Pestalozzi was now fifty-four years old. The next year after this institution was established he gave to the world a full exposition of his views in a work, "How Gertrude Teaches her Children." The school was carried on several years at Burdorf with seeming success. But fate is against our "schoolmaster." Another trouble arose in the Government. He had to move to a different position. In this new position he came in contact with persons with whom he could not agree; hence, in a short time he changed his position again. In this last move only a few of his teachers and pupils accompanied him. In about half a year, however, the rest came. Now for a time this man who had so emphaticaliy said, "*I will be a school teacher*," though arrived at the advanced age of sixty years, felt that at last decisive results were rewarding him. Teachers were sent to him for instruction. Prosperity appeared to crown him in his last days. But as usual with all the attempts of this well-meaning, earnest man, the blight must come. Dissensions arose among his teachers. The school gradually lost ground, and finally broke up, as all the previous ones had done. (7.) Pestalozzi now retired, but not to be inactive, even in extreme old age. He continued to write. Among his last works are the "Song of the Dying Swan," and the "Fortunes of my Life." The last writings of Pestalozzi have been looked upon as the outpourings of the heart of a dying old man. He regarded his life as a chain of shipwrecked enterprises. He acknowledged the fault was his, as the wreck had been caused by his inability to direct the helm With a knowledge of all his failures, we still say he was a great and godly man. If we ask, Was he a Christian? let us refer to the scene at the funeral of his beloved and faithful companion. Turning toward the coffin he said, "We were shunned and contemned by all; sickness and poverty bowed us down; we ate dry bread with tears. What was it that, in those days of severe trial, gave you and me strength to persevere, and not cast away our hope?" He took a *Bible* and pressed it upon the breast of the corpse, saying, "From this source you and I drew courage, strength and peace." Yes, we say his career was a strange one, char-

acterized by constant reverses and disappointments. Yet, every deed bore its import, and this life given by God and taken by him, we doubt not through the ruling of a Divine Providence accomplished "that whereunto it was sent."—*Sallie Owens, in National Normal.*

LOST BOOKS.

WE sometimes see on a single page of a catalogue "rare," "scarce," or "very scarce," several times after the titles of books. If a book can become scarce in these days of cheap printing, how great must have been the difficulty of keeping alive the works of early writers.

It can never be known what proportion of the books written before the invention of printing has been lost, but that we have much the smaller part left there can be no doubt. We have no space here even to indicate the various ways in which the writings of ancient authors have disappeared.

The Chinese Emperor Chi-hoang-ti, in whose reign the Great Wall was built, was so ambitious to have his name handed down to posterity as the founder of the Chinese monarchy, that he issued a peremptory order to have all books—and there was a vast number of them—and all writings of every description, collected and burned by the magistrates of each district throughout the whole empire. So well was the order carried out that that only the works of Confucius and a few other authors were saved by being hidden behind the walls, and under the floors of different houses.

Nothing like this is to be feared in our day, we may suppose, though a motion was made in the English Parliament, about two centuries ago, to destroy the records in the Tower, and to settle the nation on a new foundation. In France, too, in the time of the great revolution (1789), there were men who attempted to carry out the same principle.

But the greatest destruction of books has been caused by wars, national or religious, or by the two combined. The Persians, from hatred of the religion of the Phœnicians and Egyptians, destroyed their books. The Jews burned the books of the Christians and Pagans. The Christians burned the books of the Pagans and Jews. The most ancient memorials of the Irish people were completely destroyed by their conquerors. In Mexico the picture-writings, containing the early records of the country, shared the same fate. The first missionaries collected great numbers of their paintings and committed them to the flames.

Near the middle of the seventh century, when Alexandria was taken

by the Arabs, the books of the famous library of that city were distributed to 4,000 baths; and such was the incredible number of volumes, that six months were barely sufficient for the consumption of the precious fuel. Two centuries and a half earlier, another famous library was destroyed with the Temple of Serapis, in that same city of Alexandria.

The loss of many a library is due to the Arabs and the Turks. But the Christians too often followed their example. The library of Tripoli, which is said to have contained the incredible number of 3,000,000 of volumes, was destroyed by the Crusaders. At the capture of Granada, too, in the year 1492, Cardinal Ximenes condemned to the flames 5,000 copies of the Koran.

After the Reformation both Catholics and Protestants burned the books of their adversaries. In England there was a great destruction of libraries at the dissolution of the monasteries, in the reign of Henry VIII; and later the Puritans destroyed everything they could find that bore any trace of a Popish origin. Then, again, from the seventh to the fourteenth century, the monks were accustomed to transcribe their lives of the saints on parchment, from which they had erased some ancient classic.

In view of these facts, the wonder is that we still have even fragments of so many ancient writings.

"NOW AND THEN."

I am looking at the childen of the present day, and *thinking* of those of the past. Looking, I contrast them unfavorably, if there is any longer such a period as childhood or girlhood. It appears to me that the extremes have met, and that from the *baby*, emerges the *woman*. These reflections and conclusions arise from what I *see*, and the knowledge I possess of the children of days long past. What would a child (I speak now of what used to be thought a child,) of eight, ten, or twelve years, think, in the city of New York, of being dressed in plain calico or merino, untrimmed, low necked and short sleeves, and rising at five in the morning to practice an hour, in a room without fire! To play in the cold and snow, requiring no wrapping, nor taking any cold from such exercise—to study from half-past six to nine in the evening, and work *faithfully* six hours during the day! *Can you find at this day* a girl well born, well educated, in one of the best schools New York city afforded, who never, until after the age of fourteen, had ever attended party, concert, or circus? I knew at that old time, *many*, and the

writer of this article was one of twelve in the same class who attended this school, and who in six years never lost a day or changed a teacher. All too were the children of wealthy parents, but fortunately of parents who looked on education as of paramount importance: considering it wiser to develop their children's minds by cultivating head and heart, rather than inciting only rivalry in dress and admiration. I very much fear if the question now were put, "What is the chief end of man?" the reply would be, that of man, to gain money by any means, and that of woman, to settle successfully in life. Here again is a marked difference. I recollect, in my school days, to have heard that the parent of one of my schoolmates had failed. It actually cast a gloom over the whole establishment, because he was thought to have kept back something from his creditors! How Utopian in this day! Look at the number of divorces now and then. Then such things were almost unknown, and were thought disgraceful in the extreme. I grant that in some cases there was too much restraint, too much expected of the young, but has the excessive liberty now permitted improved their condition? Now that the parent has become the ruled instead of the ruler, are the children physically able to endure as those of the past were? Are not most girls and indeed boys, too, nervous and generally delicate? Why, at *twenty*, I would have laughed at such an idea as having nerves—now it is not an affectation. I have seen the hands of a stout looking boy shake as he wrote, like that of an old man, and every day brings to my knowledge instances of physical inability to application as of yore. I saw an idle brother of mine feruled until his hand bled! I admit this was terribly severe, but mark the result. Every thing else had been tried to induce him to study—he was physically lazy and fast becoming worthless. Knowing that the punishment was merited, confident that any appeal to his parents would be of no avail, the youngster took to his books, and before attaining his twenty-first year was admitted to the bar, with the highest encomiums from the Supreme Judges; one of whom shook him warmly by the hand and wished him success, although an entire stranger to him, and while he lived he never relapsed into indolence, but was beloved by all who knew him. Children of the present day have no responsibilities—all, even those of tender years, should be taught to know that they exert an influence for good or ill, and that in some way or other they can be useful. There is plenty of time after school days are over for fashionable dissipation; and if children are properly reared, few will desire what is honorably and honestly beyond their reach. Children should have warm, substantial clothing, abundance and variety of food well prepared and served, regular hours, good

bathing, regular and frequent exercise; and then, and only then, tough you to expect the mental labor necessary to make them men and women. Their studies should never be interrupted from frivolous causes, and they should be taught that high mental culture is worth more than any fortune. I am not writing theoretically, but practically—from experience. Necessity, or perhaps I should more properly say misfortune, has compelled me to teach, and it is the difficulties in the way of success I daily encounter, that induce me to pen this article. No one has tasted more fully of life's pleasures than I, yet I unhesitatingly gave them up and educated my own children rather than enjoy luxuries at their expense. I do not believe in severity—it is rarely, if ever, necessary, but it is utterly impossible to educate a child mentally, morally or physically, if the present system is continued in, and the race will continue to degenerate until we shall be pigmies indeed.—*American Ed. Monthly.*

THE HEROIC TEACHER.

How many of our well meaning countrymen have given their tens of thousands of dollars for the material homes of colleges and universities, and have made no adequate provision for securing the most gifted and devoted teachers ! When will even good men learn that to endow a University with brains and heart, and not alone with bricks and mortar, is the part of true wisdom ? The ideal teacher is a rare man, for whose coming, when he is found, the University and the State should give thanks. It seems to have dawned but recently on men's minds that teaching in the College or University is a special profession, in which as a rule a man can no more attain high usefulness without natural aptitude and appropriate training than he can in any of the other learned professions. A man may have eminent success as a lawyer or a clergyman or a literary writer or even as a teacher, and may yet prove a very indifferent Professor. If he is to succeed in University work, he must have, first, in the very make of his mind and soul the divine call to teach, and secondly, he should have a large general culture and a thorough special training in his own department. Unless he has the first of these qualifications, no degree of excellence in the second will crown him with success. He may be as learned as Scaliger or Erasmus, but if he has not in him the power of kindling another mind with the fire which burns in his own, if he cannot bring his soul into such close and loving contact with that of a receptive pupil, that the latter shall be stirred by his impulses and fired with his enthusiasms and

imbued with his passionate love of the truth he teaches, he has not in the highest sense the teaching power. The best part of the help which a genuine teacher gives to his pupil often consists not in the formal information he communicates on this or that topic, but in the magnetism, the inspiration, the impartation of his own scholarly and truth-loving spirit. To this enkindling power he should add a kind of perpetual youthfulness, a freshness of spirit, which keeps living and warm his sympathies with the young, and which enables him to see things from the student's point of view as well as from the Professor's. He must also possess the ability and the desire to be ever learning. When a man stops acquiring knowledge, it is time for him to stop teaching. He cannot produce attractive and nutritious food for his pupils by incessantly threshing, in the same monotonous way, the very same straw which he has been turning over and pounding with his pedagogic flail for an indefinite period. With this rare combination of talent, scholarship and temperament he must also unite a pure and manly character, and a certain heroic disregard of the high pecuniary renumeration which other callings in life offer to men like him. Tell me if men, who have wretchedly failed in other professions, are likely to have sat for the portrait I have attempted to sketch. Tell me if men, who are worthy of this vocation of the teacher, do not deserve to be encouraged and honored and rewarded by the State which they serve. As Milton says, after completing his scheme of work for the school, "Only I believe that this is not a bow for every man to shoot that counts himself a teacher, but will require sinews almost equal to those which Homer gave Ulysses." Happy is this University that it has had and still has so many such men in its corps of teachers. To them more than to any peculiarity of your methods is due whatever large and lasting influence the University has exerted.—*President Angell.*

TOBACCO—BY A SMALL BOY.

Tobacco grows something like cabbages, but I never saw none of it boiled, although I have eaten boiled cabbage and vinegar on it, and I have heard men say that cigars that was given them on election day for nothing, was cabbage leaves. Tobacco stores are mostly kept by wooden Injuns, who stand at the door and try to fool little boys by offering them a bunch of cigars, which is glued into the Injun's hands and is made of wood also. Hogs do not like tobacco; neither do I. I tried to smoke a cigar once, and it made me feel like Epsom salts. Tobac-

co was invented by a man named Walter Raleigh. When the people first saw him smoking they thought he was a steamboat, and as they had never seen a steamboat, they were frightened. My sister Nancy is a girl. I don't know whether she likes tobacco or not. There is a young man named Leroy who comes to see her. He was standing on the steps one night, and had a cigar in his mouth, and he said he didn't know as she would like it, and she said, "Leroy, the perfume is agreeable." But when my big brother Tom lighted his pipe, Nancy said, "Get out of the house, you horrid creature, the smell of tobacco makes me sick."—*Am. Educational Monthly.*

RANK OF ÆSTHETIC CULTURE.

Now we come to that remaining division of human life which includes the relaxations, pleasures and amusements filling leisure hours. After considering what training best fits for self-preservation, for the obtainment of sustenance, for the discharge of parental duties, and for the regulation of social and political conduct; we have now to consider what training best fits for the miscellaneous ends not included in these—for the enjoyments of Nature, of Literature, and of the Fine Arts, in all their forms. Postponing them as we do to things that bear more vitally upon human welfare; and bringing everything, as we have, to the test of actual value; it will perhaps be inferred that we are inclined to slight these less essential things. No greater mistake could be made, however. We yield to none in the value we attach to æsthetic culture and its pleasures. Without painting, sculpture, music, poetry, and the emotions produced by natural beauty of every kind, life would lose half its charm. So far from thinking that the training and gratification of the tastes are unimportant, we believe the time will come when they will occupy a much larger share of human life than now. When the forces of Nature have been fully conquered to man's use—when the means of production have been brought to perfection—when labor has been economized to the highest degree—when education has been so systematized that a preparation for the more essential activities may be made with comparative rapidity—and when, consequently, there is a great increase of spare time; then will the poetry, both of Art and Nature, rightly fill a large space in the minds of all.

But it is one thing to admit that æsthetic culture is in a high degree conducive to human happiness; and another thing to admit that it is a fundamental requisite to human happiness. However important it

may be, it must yield precedence to those kinds of culture which bear more directly upon the duties of life. As before hinted, literature and the fine arts are made possible by those activities which make individual and social life possible; and manifestly, that which is made possible must be postponed to that which makes it possible. A florist cultivates a plant for the sake of its flower; and regards the roots and leaves as of value, chiefly because they are instrumental in producing the flower. But while, as an ultimate product, the flower is the thing to which everything else is subordinate, the florist very well knows that the root and leaves are intrinsically of greater importance; because on them the evolution of the flower depends. He bestows every care in rearing a healthy plant; and knows it would be folly if, in his anxiety to obtain the flower, he were to neglect the plant. Similarly in the case before us. Architecture, sculpture, painting, music, poetry, &c., may be truly called the efflorescence of civilized life. But even supposing them to be of such transcendant worth as to subordinate the civilized life out of which they grow (which can hardly be asserted), it will still be admitted that the production of a healthy civilized life must be the first consideration; and that the knowledge conducing to this must occupy the highest place.

And here we see most distinctly the vice of our educational system. It neglects the plant for the sake of the flower. In anxiety for elegance, it forgets substance. While it gives no knowledge conducive to self-preservation—while of knowledge that facilitates gaining a livelihood it gives but the rudiments, and leaves the greater part to be picked up any how in after life—while for the discharge of parental functions it makes not the slightest provision—and while for the duties of citizenship it prepares by imparting a mass of facts, most of which are irrelevant, and the rest without a key; it is diligent in teaching every thing that adds to refinement, polish, éclat. However fully we may admit that extensive acquaintance with modern languages is a valuable accomplishment, which, through reading, conversation and travel, aids in giving a certain finish; it by no means follows that this result is rightly purchased at the cost of that vitally important knowledge sacrificed to it. Supposing it true that classical education conduces to elegance and correctness of style; it cannot be said that elegance and correctness of style are comparable in importance to a familiarity with the principles that should guide the rearing of children. Grant that the taste may be greatly improved by reading all the poetry written in extinct languages; yet it is not to be inferred that such improvement of taste is equivalent in value to an acquaintance with the laws of health.

Accomplishments, the fine arts, *belles-lettres*, and all those things which, as we say, constitute the efflorescence of civilization, should be wholly subordinate to that knowledge and discipline in which civilization rests. *As they occupy the leisure part of life, so should they occupy the leisure part of education.*—HERBERT SPENCER.

HOW TO PUNISH.

THERE is great advantage in adapting the character of the punishment to that of the fault,—making it, as far as possible, the natural and proper consequence of it. For instance, if the boys of a school do not come in promptly at the close of a twenty minutes' recess, but waste five minutes by their dilatoriness in obeying the summons of the bell, and the teacher keeps them for *five minutes beyond the usual hour of dismissal*, to make up for the lost time, the punishment may be felt by them to be deserved, and it may have a good effect in diminishing the evil it is intended to remedy; but it will probably excite a considerable degree of mental irritation, if not of resentment, on the part of the children, which will diminish the good effect, or is, at any rate, an evil which is to be avoided if possible.

If now, on the other hand, he assigns precisely the same penalty in another form, the whole of the good effect may be secured without the evil. Suppose he addresses the boys just before they are to go out at the next recess, as follows:

"I think, boys, that twenty minutes is about the right length of time for the recess, all told,—that is, from the time you go out, to the time when you are *all* back in your seats again, quiet and ready to resume your studies. I found yesterday that it took five minutes for you all to come in,—that is, that it was five minutes from the time the bell was rung before all were in their seats; and to-day I shall ring the bell after *fifteen* minutes, so as to give you time to come in. If I find to-day that it takes ten minutes, I will give you more time to come in to-morrow, by ringing the bell after you have been out *ten* minutes.

"I am sorry to have you lose so much of your recess, and if you can make the time for coming in shorter, then, of course, your recess can be longer. I should not wonder if, after a few trials, you should find that you could all come in and get into your places in *one* minute; and if so, I shall be very glad, for then you can have an uninterrupted recess of *nineteen* minutes, which will be a great gain."

Every one who has had any considerable experience in the manage-

ment of boys will readily understand how different the effect of this measure will be from that of the other, while yet the penalty is in both cases precisely the same,—namely, the loss, for the boys, of five minutes of their play.—*Jacob Abbott.*

STUDY AND HEALTH.

DEVOTION to intellectual pursuits and to studies, even of the most severe and unremitting character, is not incompatible with extreme longevity, terminated by a serene and unclouded sunset. Dr. Johnson composed his "Dictionary" in seven years. And during that time he wrote also the "Prologue to the opening of Drury Lane Theatre," the "Vanity of Human Wishes," the tragedy of "Irene," and the "Rambler"—an almost incomprehensible effort of mind. He lived to the age of seventy-five. When Fontenelle's brilliant career had terminated, and he was asked if he felt pain, he replied, "I feel only a difficulty of existing."

Mental application is a powerful remedy in diseases both of body and mind; and its power as a remedy is proportionate to its intensity as a pursuit.

The turmoils of active life do not appear to render intellectual labor more injurious to the system,—possibly here also the influence may be counteracting. Milton, the secretary to the Commonwealth, in times when men lived years in months,—blind, and in domestic discomfort, writing his immortal poems; John Wesley, persecuted, and almost an outcast from his former friends, in "labors abundant," denying himself natural rest and refreshment, yet acting in mind and body with unparalleled energy; Voltaire, the apostle of infidelity, at war with more than the whole world,—these, and a cloud of others warred with the existing order of things, and remained masters of themselves and their mental powers to a ripe old age.

The injurious effects of mental labor are, in a great measure, due,—

To excessive forcing in early youth;

To sudden or misdirected study;

To the co-operation of depressing emotions or passions;

To the neglect of the ordinary rules of hygiene;

To the neglect of the hints of the body; or,

To the presence of the seeds of disease, degeneration, and decay in the system.

The man of healthy phlegmatic or choleric temperament is less

likely to be injured by application than one of the sanguine or melancholic type; yet these latter, with allowance for the original constitution, may be capable of vast efforts.

The extended and deep culture of the mind exerts a directly conservative influence upon the body.

Fellow-laborer, one word to you. Fear not to do manfully the work for which your gifts qualify you; but do it as one who must give an account of both soul and body. Work, and work hard, whilst it is day; the night cometh soon enough,—do not hasten it. Use your faculties,—use them to the utmost, but do not abuse them. Make not the mortal do the work of the immortal. The body has its claims. It is a good servant; treat it well, and it will do your work. But task it and pine it and suffocate it; make it a slave instead of a servant; it may not complain much, but, like the weary camel in the desert, it will lie down and die.—*Charles Elam, in "Physicians' Problems."*

"My duty, my duty," were the watchwords through life of the late Dr. Taylor of Andover. So says Prof. Park, his eminent friend. It brings to our mind a scene which occurred just a dozen years ago. It was in the doctor's study. A naughty boy was before him. We remember it distinctly; and that boy was listening to a criticism on his course of conduct during the winter which had just melted away. The doctor, first in kindly tones, complimented him upon his ability,—then added, "You have dropped more than fifty per cent. in your studies, during the past two or three months." The boy was conscious of it, but sought to defend himself by saying that he was forced to act as he had done. The reply of the great teacher is fresh in his memory today; and this it is exactly: "I do not doubt that you were *influenced* to act as you did; but a man is never *forced* to act contrary to his duty." That naughty boy, grown to manhood, has never forgotten the distinction between influence and force in the performance of one's duty.

Great is Bankruptcy: the great bottomless gulf into which all Falsehoods, public and private, do sink, disappearing; whither, from the first origin of them, they were all doomed. For Nature is true, and not a lie. No lie you can speak or act but it will come, after longer or shorter circulation, like a bill drawn on Nature's Reality, and be presented there for payment, with the answer, *No Effects*. Pity only that it often had so long a circulation—that the only original forger were so seldom he who bore the final smart of it! Lies, and the burden of evil

they bring, are passed on; shifted from back to back, and from rank to rank; and so land ultimately on the dumb lowest rank, who, with spade and mattock, with sore heart and empty wallet, daily come in contact with reality, and can pass the cheat no longer.—*Carlyle.*

OUR MAJOR, says an old Mexican volunteer, had very long feet, and also a horse that threw every one but the Major. One evening the Major's servant was out on the parade ground with the horse, and, as usual, got thrown off, when one of the boys spoke up and said: "I know why the horse don't throw the Major." "Why?" was asked by a dozen or more. "Well, you see the Major 's got such long feet that the horse thinks he 's in shafts."

A PRACTICAL EDUCATION.—*Father,* (who has imbibed the prevailing prejudice against a liberal education).—I see you've been and put my son into grammar and jogaphy. Now, I don't want to make no preacher and no sea-captain outen him, and these studies a'n't no use. Give him a practical business edication.

TO PRESERVE BOOKS.—It is not, perhaps, so generally known as it deserves to be, that but a few drops of any kind of perfumed oil will secure books and manuscripts from the deteriorating effects of mold and damp. The species of leather so extensively used by bookbinders owes its powers of withstanding the effects of these destructive agents to the tar of the birch tree—*betula aloa.* The preserving of books, written on papyrus and parchment, by means of perfumed oils, was known to the ancients. The Romans made use, for this purpose, of the oil of cedar; hence, undoubtedly, the expression of Horace, "*Digna Cedra,*" meaning any work deserving of being anointed with this oil. It is frequently the case that valuable collections of books are greatly damaged by the effects of damp, and manuscripts to which great importance attaches are often wholly spoiled. The hint may be worthy of notice.

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EDITORIAL TABLE.

A MISCHIEVOUS PROVISION.

As reported in the newspapers, the school bill for San Francisco, introduced by Mr. Wheaton, contains a provision by which San Francisco is exempted from the operation of the State law requiring uniformity of text books in all the schools of the State.

This is a mischievous movement, and should be defeated. Its effects can be only evil. It will open the way for endless changes of text books in San Francisco, with all the consequent losses and inconvenience to the people of this city. But its evil effects will not stop here. The enactment of such a provision will break down the integrity of our State system and reduce it to a chaos. If San Francisco be exempted, why not Sacramento, Oakland, Stockton, San Jose, and every other town in the State? If the cities and towns are to be exempted from the operation of the State law, why not the counties? Is there any essential difference between city and country children? Is there one sort of orthography or arithmetic suited to the country and another to the city? Nobody will have the hardihood to pretend any such absurdity. Why the exemption then? It can not be said with truth that there are any exceptional wants of San Francisco schools not already provided for by the present law. The local boards have no restrictions imposed upon them in the choice of text books for high schools, the modern languages in the Cosmopolitan schools, and in a word, everything outside of and beyond the regular common school course. No good reason can be given in favor of this vicious movement. It is simply an attack on the State system of uniformity, very slightly disguised. This attack comes from those who were formerly the loudest advocates of uniformity, but now profess to have undergone a change of opinion.

We are safe in saying that the people of San Francisco ask no such legislation as this. They are satisfied with the uniform system, and want no door opened for wholesale changes. Our State system is now one of the very best of any in the Union, and there can be none but a selfish or spiteful reason for overthrowing or disturbing it.

ANOTHER BAD MOVE.

Mr. Wheaton's San Francisco school bill contains another bad provision. It proposes to reduce the salaries of the teachers in the primary grades. This proposition is universally and deservedly condemned, and we trust will be defeated. The effect of such a measure would simply be to lower the standard of qualification. If reduction were necessary, it should begin somewhere else — with the high salaries, instead of the low ones. The primary teachers receive less in proportion to the amount and value of their work than any other class of public servants. Yet, whenever an economical fit comes upon our law-makers, they invariably begin with the primary teachers, leaving their own *per diem* and the salaries of superintendents, deputies, clerks, sheriffs, treasurers, auditors, etc.,

untouched. Why is this? Is it because the primary teachers are women and can not vote? Or is it simply because they are women, and therefore not entitled to equal justice? It seems to be a peculiarity of all the present movements for "reform," so called, in our school affairs, that the victims are the primary teachers. Let these reformers (so called) show their sincerity by cutting down their own salaries a little first, and their efforts will be regarded with more respect than can be accorded to them now. It will be an evil day for our public schools when a policy shall be adopted that will drive talent and experience from the primary schools, and leave the foundation work of education to be performed by unskillful hands.

STATE NORMAL SCHOOL INVESTIGATION.

The committees of investigation with regard to fraud or mismanagement in the construction of the State Normal School, after laborious and protracted sittings, have reported. The reports of the two committees differ, but the worst damaged person is the prosecutor and architect, whose incompetency was fully established by his own testimony. The trustees, as a body, are fully vindicated from even the suspicion of wrong. The prosecution was malicious in its origin, and somewhat partisan in its *animus*. The State has never been better served than by the Board of Normal School Trustees.

NEW SCHOOL LAW.

Below is an abstract of the new school law, introduced into the Senate by Mr. Larkin, of El Dorado. The bill revises the entire law and proposes important changes:

Amends Section 2 so that the State Board of Education shall make no rules in conflict with the special rules of the Board of Trustees of any district. Section 11 requires the Superintendent of Public Instruction to report to the Controller on or before the first of January of each year, the number of organized school districts in the State as shown by the latest reports of School Superintendents on file in his office, provided that incorporated towns, or cities, or cities and counties, shall be considered only as one district; also the total number of children between the ages of five and seventeen years for the year 1872; the report shall be made within ten days after the passage of the Act. The Controller is to be required to make quarterly apportionments. Section 13 requires the Controller, on receipt of the report required by Section 11, to estimate the amount of money necessary to apportion the sum of one hundred dollars to each school district in the State, and also seven dollars to every child between the ages of five and seventeen years as shown by the Superintendent's report. The balance required, after deducting the amount to be received from school funds, is to be raised by a direct State tax. Section 16 of the present law is to be amended by striking out the portion which authorizes the County Superintendent to preside over county institutes and by inserting the following: "When visiting schools in each county he shall have power to take charge of the schools and conduct the exercises in such manner as he may deem necessary." Subdivision 190, Section 42, requires each member of the Board of Trustees of each district to visit all the schools in his district once each term. Section 58. When there shall be in any district any number of children other than white children whose education can be provided for in no other way, the Trustees may, by a majority vote, and with the written consent of a majority of the parents of the children attending such schools, filed with the Trustees of the districts, permit such children to attend a school

for white children. Section 91 provides that a school poll tax of two dollars shall be levied upon all male inhabitants of the State over twenty-one and under sixty years of age. Section 108 makes it a misdemeanor for any teacher or officer connected with the schools to be interested in any way pecuniarily in introducing any book, furniture or apparatus into any school, punishable with a fine of not more than one thousand dollars and removal from office. Section 21 of the present law, which provides for holding teachers' institutes, and Section 75, which provides for an educational journal, are to be struck out. There is to be no restriction upon the Boards of Trustees except as to purchasing books of a denominational, sectarian or partisan character. The time of electing Trustess is to be changed back from April to June of each year.

COMPULSORY EDUCATION.

I DO not fully share in the popular *furore* for *compulsory education*. I prefer the voluntary system as better suited to the genius of American institutions. Compulsion, with the constable and the bayonet, may suit imperialism, but we rely on reason, persuasion, and moral influence in matters of this sort. It will be time enough to talk of compulsion when we are ready to acknowledge that our present system has failed. I deny that the voluntary system is a failure. No other nation has made such progress in education as we have made during the last thirty years under the voluntary system. Prussia unquestionably leads the European nations in the matter of popular education. Dazzled by her success in the recent war against France, many are disposed to attribute that success to the fact that the Prussian system of education is compulsory. It may be well to bear in mind the fact, that the United States have fought all *their* battles successfully under the voluntary system. Our victorious armies have generally been mainly composed of volunteer soldiers, the graduates of our *free* schools.

There are many features of the school system of that grand and powerful nation worthy of our study and imitation; but it will be a mistake to attempt to fit the compulsory garment of an imperial Government to the expanding form of our American free school system. Our present system is the outgrowth of American ideas, institutions and conditions, and if not retarded in its development by unwise experiment, will achieve results far exceeding those secured by other systems in other lands.

I am aware that these views are in opposition to the current of popular opinion just at this time. But majorities are sometimes wrong. I have long since ceased to believe in their infallibility. Communities, like individuals, often do in haste that of which they repent at leisure.

It is claimed that the recent election for Superintendent of Public Instruction committed California to the principle of compulsory education, the successful candidate being a warm supporter of the principle. I have no disposition to appeal from that decision, nor to throw the least obstruction in the way of a fair trial, should a compulsory law be enacted by the Legislature. I have felt it to be my duty, however, to give this expression to the strong convictions of my mind on this important question. The responsibility of action rests upon others; and with them I leave it.

In Prussia the number of youths between the ages of six and fourteen years due at school was last year three million two hundred and twenty-three thousand three hundred and sixty-one; actual enrolment, two million six hundred and five thou-

sand four hundred and eight; leaving six hundred and seventeen thousand nine hundred and fifty-four, or twenty per cent., who do not attend school. In many portions of our country the attendance on the public schools exceeds this. The Prussian system is doubtless a good one for Prussia.—*Fitzgerald's Report.*

THE EXPERIMENT AT THE LINCOLN SCHOOL.

[Supplementary Correspondence.]

DEPARTMENT OF PUBLIC INSTRUCTION,
San Francisco, November 20th, 1871.

MR. BERNHARD MARKS,
Principal Lincoln Grammar School:

DEAR SIR—The more I think of your experiment of abolishing corporal punishment in the Lincoln School, the stronger is my conviction of its importance. What are your present views in regard to this matter? Have you, since the date of your former communication, found reason to change or modify the opinions therein expressed?

Very respectfully,
O. P. FITZGERALD,
Superintendent of Public Instruction.

SUPERINTENDENT FITZGERALD:

DEAR SIR—I am glad to have you ask these questions. The suspicion has several times crossed my mind that my letter to you on the matter of *corporal punishment* may have placed me in the light of a zealot bent upon fortifying himself in his own opinions, and justifying his own course without sufficient regard for truth. I here declare to you that I care very much to ascertain what is *true* in this matter, and very little about the correctness of my opinions on it. If this experiment prove a failure in my hands or in those of my successor, whoever he may be, I shall still rejoice that I made it.

If I should say anything in this letter which differs in sentiment from what I have expressed in the former one on this subject, you need make no effort to reconcile the statements, but may conclude at once that I have changed my mind. As a student of my profession I hold myself in constant readiness to change my mind as more wisdom comes to me.

To ascertain distinctly the state of affairs, I called a meeting of the teachers of this school, and called upon each one for a statement to include the three following points, viz: the present deportment of the class as a whole, the standard being the deportment of similar classes in former times with the appliance of *corporal punishment* at command; the relative effectiveness of the teaching, and the expediency of again resorting to the use of the ratan. Nineteen teachers were present. One thought her order *very bad*, the effectiveness of her teaching *very seriously* impaired, and that corporal punishment ought to be restored. I may here remark that the constitution of this class makes it by all odds the hardest class in this city. It is composed exclusively of large, lazy, indifferent boys, who all, without a single exception, failed of promotion to the First Grade. They are the chaff left in the sieve after the grain of four Second Grade Classes was sifted out for First Grade material. Five-sixths of these boys ought to be learning some useful

trade, amd a compulsory educational law ought to be immediately enacted to force all such boys *out* of school and into any useful employment. Three characterized the order in their rooms as *bad;* thought the effectiveness of their teaching *somewhat* impaired, and that corporal punishment should be restored. Two thought their order was *medium* or *fair*, the effectiveness of their teaching *slightly* impaired, and that corporal punishment, *in rare cases*, would be beneficial. I note here that all these teachers were from the first opposed to the experiment of doing without corporal punishment, had little or no faith in it at any time, and expressed themselves against it when formally questioned at intervals of five or six months. Three called their order *fair*, their teaching effective, and declared themselves opposed to restoring corporal punishment. One considered her order *good*, her teaching effective, but favored the restoration of corporal punishment. One considered her order *good*, her teaching effective, and was so decidedly opposed to corporal punishment that she reminded me of her having refrained from resorting to it at least four months before I abolished it in the school. Five considered the order in their rooms as *fully up to the best they ever had* under the old regime, their teaching as effective as they could make it under any circumstances, and they fairly scouted the thought that they should ever resort to corporal punishment again. Three declared that the order in their rooms was *better* than when fear was the ruling motive, that their teaching was in the highest degree satisfactory, and that they were zealously in favor of the total abolition of corporal punishment in the public schools.

Concisely stated, the matter stands thus: Order in rooms—very bad, one; bad, three; medium or fair, five; good, two; good as the best, five; better than before, three. Effectiveness in teaching—very seriously impaired, one; somewhat impaired, three; slightly impaired, two; effective, thirteen. In favor of having corporal punishment restored, seven; opposed, twelve. Favoring corporal punishment—First Grade, one; Second, three; Third, two; Fourth, one; Fifth, none. Opposed to corporal punishment—First Grade, one; Second, one; Third, two; Fourth, six; Fifth, two.

To express my own opinion upon all these points fully, would make this letter too long. I shall, therefore, content myself with tersely stating the bare facts I would like to present to you.

The teachers in this school who call their order bad or only fair would change those terms to *decidedly good* if they could see the ordinary deportment of a first-rate German class under a first-class German teacher. The demands made upon our boys in the way of attitude, silence, quietness of motion, delicacy of handling books, slates, pencils, etc., conscientiousness about communicating by word or look, and, in short, of giving a roomful of bouncing boys the appearance of a roomful of tailors' dummies, would seriously tax the capabilities of so many staid old gentlemen. Discipline overshadows teaching. Order overshadows learning. The means has become the end. Not the teacher, but the time is to blame. The very worst boy in this school is only the victim of opportunity. If the teacher were not overworked there would be no trouble. The very worst boys are good while they are kept busy by their teachers. There are no more bad boys than are necessary to match the world in which they live. If the boys were any better they would be too good for their parents and for those with whom they are destined to come in contact. God's great law of adaptability has not been violated in the constitution of boy nature. The separation of the sexes in the Grammar

Schools is an outrage upon Nature. Giving all the girls and easy work to one set of teachers and all the boys and hard work to another set is injustice. Four fifths of the teachers of the Lincoln Grammar School work harder than any woman ought to be permitted to work, even though she be willing to do it. Justice to the teachers and to the boys (and, I am not afraid to say, good to the girls) demands that each teacher in a Grammar School shall have a class composed half of boys and half of girls. If the sexes must continue separated, then common sense declares that a teacher shall have fewer boys than girls imposed upon her. The teachers who favor the restoration of corporal punishment do not complain of the bad boys so much as of the middling and good boys. They complain of a *general uneasiness* occasioned by the withdrawal of fear as a motive. Checks would not stop whispering. Checks backed by detention were ineffective. That is, the goodness of these boys had the same merit as the honesty of a thief who does not steal when he knows he will be arrested. Query: which is to be preferred from a moral point of view—fear as a motive, with *more* effective intellectual training; or conscientiousness as a motive, with *less* effective intellectual training? One of the great troubles is the feeling that each specific offence should have some definite punishment [if such a rule were applied to us, how many of us could keep out of jail?]; and another is the feeling that there is no substitute for corporal punishment. It is easier to strike a boy than to take other measures against him. The majority of parents would very much rather have their boys whipped at school than to be themselves troubled about them. Corporal punishment as a *last* resort is not efficient; as a *first* resort it is exceedingly efficient, but is denounced by the whole civilized world.

The foregoing heterogeneous paragraph will furnish you with some food for reflection. I sum up the whole matter thus: *Government without corporal punishment is hardly possible to a teacher who has not faith in it.* It is harder work to teach without corporal punishment than with it. I regard this experiment of fifteen months as successful. If it finally come to the worst, I may, as a feature of the same experiment, reintroduce corporal punishment into several of the classes. Finally, if every teacher in this school had as great faith in this idea as I have, and if an abler disciplinarian had my place, ultimate, complete, and triumphant success would be assured.

Very respectfully, yours,

BERNHARD MARKS,
Principal Lincoln Grammar School.

—*Fitzgerald's Report.*

"SECTARIANISM" IN OUR PUBLIC SCHOOLS.

I have had no trouble with regard to sectarianism in our public schools. During the whole four years of my term of office no approach, direct or indirect, has been made to me with regard to a sectarian division of the Public School Fund. Not a dollar of that Fund has been diverted from the public schools.

It has been the custom of our Legislature to make annual appropriations for certain denominational Orphan Asylums, though some citizens have questioned the propriety of the practice. Should the practice be continued, a distribution of

State charity according to the number of actual beneficiaries in each institution would perhaps satisfy most persons as an equitable rule by which to govern legislative action.

There is no sectarianism in our public schools, and there can be none. A State school system is necessarily secular. The State acts only in a secular sphere. It cannot undertake to teach religion. That, with us, is left to the Church and the family; and there it must and will remain.

From time to time there is a slight agitation concerning the Bible in our public schools. There is a Bible party and an anti-Bible party, and fiery is their zeal and fierce their discussions. These agitations are in my judgment purely gratuitous, and are often gotten up to give opportunity for the display of a questionable zeal for religion on the one hand and a spurious "liberality" on the other. Our California school law treats the question just right—that is, lets it alone. It neither puts the Bible in or out of the public schools, but leaves the matter to the common sense and prudence of each teacher and community in the State. We will never be able to put this question to rest in a more satisfactory manner. Believing as I do in the Bible with all my heart, and resting upon it my most precious hopes, I do not wish to see the reading of it *forced* upon any human being. The reading of the Bible as a preliminary exercise by an unwilling or sceptical teacher would be more a sacrilegious than a religious act.—*Fitzgerald's Report.*

EDUCATIONAL ITEMS.

In the last meeting of the German Anthropological Society, the greatest of living Anthropologists, Prof. Virchow of Berlin, has taken a decided stand against Darwinism. The transformation of species, according to this great scholar, is yet an open question. Darwin's theory, he says, offers nothing more than a mere possibility to solve the different phenomena of natural life. Arguments based on real facts are absolutely wanting. Not even the transition of one *race* into another has been proved.

The Capital of Montana Terriotry, as given in all the geographies we have seen, is Virginia City. In the authorized edition of the Postoffice Directory, it is represented as Helena. Which is right?—*American Ed. Monthly.* Helena.

It is claimed that the first book printed on this continent was by Combeyer, in Mexico, in the year 1544.

Illinois mothers knock faithful teachers down with curling irons; at least one mother did. *He* apologized for being knocked down—said he was'nt very well.

The best chemist in Iowa Agricultural College is a girl.

January 6, 1650, the committee of Watertown hired Richard Norcross to teach school for one year, for 30*£*, and allowed him 2s. a head for keeping the "dry-herd." From this it appears that milking was not a qualification for the schoolmaster.

Mrs. Colt, the widow of the inventor of Colt's revolver, is building a $60,000 school-house, in which to educate the children of her workmen.

In the German universities, the proportion of the professors to the students is that of 1 to 9 nearly; in Oxford, 1 to 47 1-4.

THERE are 300,000 children in Paris between the ages of 7 and 13, who go to no school, but are plunged in the grossest ignorance.

IN Denmark, an arrangement is made by which children may attend school one part of the day and work the other part. A school-house—in Copenhagen, for example—is furnished for a thousand children; one session is held in the morning, a thousand attending; in the afternoon a second thousand children attend—both schools being under the same general management.

THIS winter another attempt is to be made to take the control of the public schools out of the hands of the States, and put them in the charge of officers acting under the authority of Congress. Congressman Stewart, of Nevada, is the author of this new scheme, to carry out which he has framed and offered in the House the following amendments to the Constitution of the United States:

"SECTION 1. There shall be maintained in each State or Territory a system of free common schools, but neither the United States, State, Territory nor Municipal Corporation shall aid in the support of any school wherein the peculiar tenets of any denomination shall be taught.

"SEC. 2. Congress shall have power to enforce this article by appropriate legislation."

They were referred to the Committee on Judiciary. Should they be adopted, and finally become a part of the Constitution, Congress would have power, under the second section, to wipe out all Boards of Education acting under State laws, and to transfer their powers to the Bureau of Education at Washington.

TOTAL expenses of the city of Boston for education in 1860, $628,549 28; in 1870, $1,575,279 07. Total number of scholars in 1860, 36,488; in 1870, £9,174. Salaries of teachers in 1860, $286,835 93; in 1970, $819,344 66. Rate per scholar, exclusive of the cost of school-houses: in 1860, $15 03; in 1870, $30 82.

THE annual income from the Peabody Educational Fund is $120,000, of which $110,000 is disbursed, and $10,000 held for extraordinary emergencies. As soon as all the bonds belonging to the fund become available, the annual interest will amount to about $175,000. The people of the South appreciate the great benefaction of Mr. Peabody, and exhibit that appreciation by strengthening themselves as rapidly as possible. Quite a number of towns maintain their schools now without extraneous aid. Dr. Sears has made an excellent impression everywhere in the South. No gentleman is more cordially received or more freely honored.

THERE are now in the United States 34 institutions for deaf mutes, with nearly 4,000 pupils, and over 200 teachers.

PHILADELPHIA has 1,539 teachers, and 81,854 pupils. She expended for school purposes last year $1,491,629 58.

BOOK TABLE.

THE FEDERAL GOVERNMENT: Its Officers and their duties. By RANSOM H. GILLET, formerly a member of Congress from St. Lawrence county, N. Y., more recently Register and Solicitor of the United States Treasury Department, Solicitor for the United States in the Court of Claims, counselor-at-law, etc. Woolworth, Ainsworth & Co., New York and Chicago. 1871.

This book should be placed in every school library in the land. It contains information which should be possessed by every voter. Every person invested with the right of suffrage should have some knowledge of the structure of our

government, what officers are employed in its administration, and the general nature of their duties. This knowledge is necessary to good citizenship. An ignorant constituency naturally and surely leads to carelessness and corruption of representatives. With the current facts of our United States history before us, this proposition needs only to be announced to be accepted. To the large number of persons holding office this book is a *desideratum*. To the much larger number who hope to hold office, it will prove interesting, and may become valuable. It traces the history of the Federal Government from the discovery of the continent down to the present time, showing the conditions to which its several departments owed their origin and the circumstances which determined their functions and limited their powers. This part of Mr. Gillet's work is altogether satisfactory. He understands the nature of our Government, and makes it clear to his readers, while there is no indication of partisan purpose or bias. The chapters on the different bureaus and officers at Washington make a complete guide book to such as may have business to transact with the Federal Government. This information is thorough and minute, and shows that the author expended sufficient time and exercised proper care in the preparation of this volume. The book is an octavo of 450 pages. The imprint of Woolworth, Ainsworth & Co. is a guarantee of fine mechanical execution.

THE ILLIAD OF HOMER. Translated into English blank verse by WILLIAM CULLEN BRYANT. Boston: James R, Osgood & Company. 1871.

Every reader will feel a sense of personal obligation to the venerable American scholar, poet and editor, after he shall have finished the perusal of this latest and best translation of the blind bard. To such of our young readers as have yet to make their first acquaintance with Homer, we recommend this translation.

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COURSE OF STUDY.

To secure admission into the Junior Class, applicants must pass a satisfactory examination before the Board of Examination in the county in which they reside, on the following subjects, viz.:

Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

JUNIOR CLASS—*First Session.*

**Arithmetic*—Robinson's Higher.
**English Grammar*—Brown's.
**Geography*—Monteith's.
**Reading*—McGuffey's 5th Reader.
**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.

ercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

CALENDAR FOR 1871–72.

First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

For additional particulars, address

REV. W. T. LUCKY, A. M., PRINCIPAL, San Jose.

March 25th, 1871.

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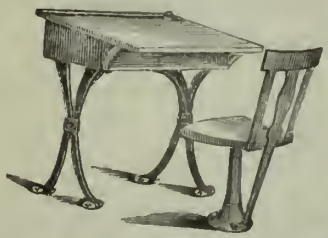

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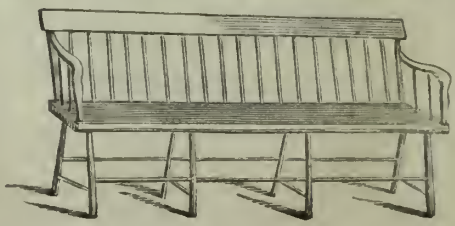

THE

CALIFORNIA TEACHER.

APRIL, 1872.

Vol. IX. SAN FRANCISCO. No. 10.

"IT IS ME:" BUT "IS IT HIM?"

Dean Alford, Dr. Latham and a few other sensible people have been trying to neutralize the effect of the Minor Grammarian and his rules upon the English language. The Minor Grammarian and his rules not only crush the English into a goody-two-shoes sort of preciseness, but an otherwise fair thought expressed after their manner is debased into downright offensiveness. So that a mind natural and truthful would prefer to forego the utterance of its thought rather than bear the grating of the expression.

In discussing the question whether we should say—"It is me" or "It is I;" and "It is her" or "It is him," the Dean has the following sensible paragraphs:

"The mention of the nominative and accusative of the personal pronoun seems not inaptly to introduce a discussion of the well-known and much controverted phrase, "It is me." Now, this is an expression which every one uses. Grammarians (of the smaller order) protest: schoolmasters (of the lower kind) prohibit and chastise; but English men, women, and children go on saying it, and will go on saying it as long as the English language is spoken. Here is a phenomenon worth accounting for. "Not at all so," say our censors: "don't trouble yourself about it; it is a mere vulgarism. Leave it off yourself, and try to persuade every one else to leave it off."

"But, my good censors, I cannot. I did what I could. I wrote a letter inviting the chief of you to come to Canterbury and hear my third lecture. I wrote in some fear and trembling. All my adverbs were (what I should call) misplaced, that I might not offend him. But at last, I was obliged to transgress, in spite of my good resolutions. I was promising to meet him at the station, and I was going to write:

"if you see on the platform '*an old party in a shovel*,' that will be I." But my pen refused to sanction (to *endorse*, I believe I ought to say, but I cannot) the construction. "*That will be me*" came from it, in spite, as I said, of my resolve of the best possible behavior.*

"Let us see what a real grammarian says on the matter: one who does not lay down rules only, but is anxious to ascertain on what usages are founded. Dr. Latham, in his admirable 'History of the English Language,' p. 586, says, "We may * * * call the word *me* a secondary nominative: inasmuch as such phrases as *it is me—it is I*, are common. To call such expressions incorrect English, is to assume the point. No one says that *c'est moi* is bad French, and *c'est je* is good. The fact is that, with us, the whole question is a question of degree. Has or has not the custom been sufficiently prevalent to have transferred the forms *me, ye,* and *you*, from one case to another? Or perhaps we may say, is there any real custom at all in favour of *I*, except so far as the grammarians have made one? It is clear that the French analogy is against it. It is also clear that the personal pronoun as a predicate may be in a different analogy from the personal pronoun as a subject.

"And in another place, p. 584, he says: 'What if the current objections to such expressions as *it is me* (which the ordinary grammarians would change into *it is I*), be unfounded, or rather founded upon the ignorance of this difference (the difference between the use of the pronoun as subject and as predicate)? That the present writer defends this (so-called) vulgarism may be seen elsewhere. It may be seen elsewhere, that he finds nothing worse in it than a Frenchman finds in *c'est moi*, where, according to the English dogma, *c'est je* would be the right expression. Both constructions, the English and the French, are predicative: and when constructions are predicative, a change is what we must expect rather than be surprised at."

Now, Mr. Editor, this shrinking from the "nominative" in the *first* person and intrepid use of it in the *third* (or second) is a matter of some importance. First: Is it a fact? Unquestionably so. Five minutes' talk with any sensible and intelligent man who has been some years away from the rules of grammar will convince you that it is. Then what is the reason? Why this difference in *persons*? Now I am not able to sprinkle any "learned dust" on the subject, but perhaps the reason will be the clearer without. Then, is the following "ridiculous and absurd," and therefore no one advances it? Or has it been advanced, but with such feeble effects on the pedagogical phalanx that

* Of course it will be obvious, that in the independently constructed clause "that will be me (or I)," no difference whatever in the case of the personal pronoun can be made by its previous construction in the sentence. The mention of such an idea needs an apology; but it has been actually maintained that the accusative is right in this clause, because the personal pronoun represents a noun governed by the verb "see": "that will be me [you will see]."

no sound therefrom reaches far enough to strike the ear of "a teacher in a rural district"?

But to my reason—can it not be found in MODESTY?

I have four reasons for thinking so—each perfectly "ridiculous and absurd:"

FIRST. Almost all persons are modest until modesty has been cultivated out of them. And almost all persons in the first person singular like the "*old party in the shovel*" would say, on occasion, "that is me." Yet in the first person *plural* they would, in accordance with the advice of the elder Weller, use the "we." Likewise in the third person where SELF would not be so prominent, we should hear "It is he."

SECOND. Some examples of teachers and some methods of teaching would educate (*draw out*) all modesty from the learner. When you see these you would also most commonly hear expressions something like the following: "It is I who govern this school," or a thoughtful mind would go off repeating to itself, *govern—govern—govern*.

THIRD. There is a small class of persons in the world who know that there are other persons on the earth also; and who believe too that those other persons have some rights and may possibly be of some importance. Now one of this class, I have observed, if forced to acknowledge who is the author of some good deed done by himself, would say: "It is me." To me this very use of it commends the language very much.

FOURTH. We say "you" (plural) "were" (plural) instead of "thou" (singular) "wast" (singular). Is not this a polite manner of complimenting one's auditor by pluralizing his pronoun and verb? Just the opposite of the manner of speaking of one's self. A modest man does not wish in a sentence of *three words* to have himself designated by two "nominatives" and they upon his own tongue, thereby making a double proclamation that he thinks himself *rectus in casæ*.

In conclusion, Mr. Editor, if any one should ask after the author of this little attempt to heal an old wound in *corpus linguæ Anglicæ*, a wound daily re-opened by thousands of educational blunderbusses, why simply tell him "IT IS ME."

DEPEND UPON YOURSELF.—This is written for you, young man. Don't depend upon father's money or position, but make both for yourself. Dr. Franklin said a good kick out of doors is better than all the rich uncles in the world. A young man left to his own exertions, driven out to stem the tide of fortune, will rise to an eminence to which affluence and luxury cannot elevate him.

SPANISH GEOGRAPHICAL NAMES.

BY VITAL E. BANGS.

Spanish names occur so frequently in the map of the Western Hemisphere, and in that of California and the Western Territories of the United States, that a key to the pronunciation of the same becomes a necessity with teachers. I am aware that in our later geographies, the pronunciation of some of these names is given in English syllables, and, if the Spanish, in its pronunciation were as full of anomalies as the English language, the method set forth in said geographies for acquiring the proper sounds, would be the best one.

But in the Spanish language, the spelling is a guide to the pronunciation, and *vice versa*, in other words, the language is written on the phonetic system. A child in Spain, South America or Mexico is not compelled to spend a weary hour every day over his spelling-book, for the reason that when he learns the alphabet and a few combinations of letters, he is prepared to spell and pronounce nearly all the words in his language.

If a bare knowledge of the alphabet is so advantageous to the Spanish scholar, it follows that it will be of some use to the English teacher, since Spanish words so constantly obtrude themselves upon his sight, more especially as it obviates the greater labor of learning the pronunciation of each word separately, and it enables a teacher to judge of the accuracy of geographers whose errors in orthoepy are no less conspicuous than their other blunders.

But it might be said that I seek to impose an unnecessary task, and that a knowledge of the French, German and Italian alphabets might be demanded of the teacher, with the same propriety. Not so; owing to our peculiar circumstances, Spanish words are constantly in our mouths, (we speak of San Francisco, San Jose and Mariposa, or of crossing the Sierra Nevada.) The people of California are often laughed at for their awkward pronunciation of these and other Spanish names. *They* could urge as an excuse, that they had not learned the true pronunciation of these words while attending school, but can *teachers* claim exemption from ridicule on the same grounds? I think not.

We smile when we think of the word *Yankee*, and consider that it originated in the Indian's effort to pronounce the word *English*, but how much better are San Woe-keen, Los An-je-les, and Si-ray Ne-va-day, instead of San Ho-ah-keen, Los An-ha-lays and Se-er-rah Na-vah-dah? The time may come when the *wrong* pronunciation of these

words will be the only one sanctioned by those who speak English. Meanwhile, I enter my feeble protest against a corrupt pronunciation of the same.

For the benefit of those who have not an opportunity of consulting the *living teacher* who is the best guide in all matters appertaining to orthoepy, I append the following brief comments on the Spanish alphabet:

The sounds given to some of the letters are only approximate, both from the difficulty of finding English equivalents, and because it is deemed inexpedient to enter into further particulars at this time.

The following is the Spanish alphabet, with the name of each letter attached:

a	b	c	ch	d	e	f	g	h	i	j	k	l	ll
ah	bay	thay	chay	day	a	a-fay	hay	at-chay	e	ho-tah	kah	a-lay	a-lee-ay

m	n	ñ	o	p	q	r	s	t	u	v	x	y
a-may	a-nay	a-nee.ay	o	pay	koo	air-ray	a-say	tay	oo	vay	a-kiss	e-gree-a-gah

z
thay-tah

The following consonants are pronounced as in English: B and D at the beginning of a word, C and G before *a o* and *u*, F, K, L, M, N, P, Q, R, T and V.

C, before *e* and *i*, is pronounced as *th* in *thin*. Ch, as *ch* in *church*. D, when found between two vowels, or at the end of a word, is pronounced as *th* in *thou*. G, as *h* before *e* and *i*. H is silent. J as *h* (nearly). Ll, as *ll* in William. Ñ, as *n* in *pinion*. S, as *ss* in *pass*. X is pronounced like *s*, when followed by a consonant. When between two vowels, like *ks;* in the syllables *xa*, *xe*, *xi*, *xo*, *xu*, it used to have the sound of *h*, and when final, that of *h* slightly aspirated. Z, as *th* in *then*.

The vowels are pronounced as follows: A, as *ah*. E, as *a*, I, as *e*, and as *ee*, when accented. O, as *o*, and U, as *oo*, except in the syllables *que*, *qui*, *gue*, *gui*, in which the *u* is silent. Y, when a vowel, has the sound of *e;* when a consonant, that of *y* in English. It is a vowel when it is a conjunction, also when preceded by another vowel, as in the word *Monterey;* at the beginning of a syllable it is a consonant.

There are but five vowel sounds, those indicated above. This circumstance renders the Spanish language comparatively easy of acquisition.

There are no silent letters. excepting those for which rules can be given, and these are few and simple, for example: H is always silent, except when it occurs before *ue*, as in *hueso* (bone), where it has the

sound of *h*, in English, slightly aspirated. U is silent when preceded by *q* or *g*, and followed by *e* or *i*, except when marked with two dots, thus: ü, as in güe, which is pronounced *gwa*.

SCHOOL GOVERNMENT.

[This admirable article is from one of the reports of J. M. Gregory, LL.D., when Superintendent of Public Instruction of the State of Michigan. Dr. Gregory is now at the head of the Illinois Industrial University.]

The *aims* of school government demand our first and most earnest attention, since they determine its extent and value, and give law to all its methods. A low or inadequate view of these aims will almost necessarily lead to a weak or pernicious government.

1st. The first and most obvious, though not the highest aim of the government of a school is to maintain a degree of order and quiet that will permit the ordinary work of the school—the teaching and study—to go on without undue impediment and delay. This aim is too simple and obvious to need discussion.

2d. A second and higher purpose is to train the pupils to habits of order and system,—to educate them to regular and systematic efforts, and to methodical and orderly movement, both of mind and body. In the quiet and system of a well-ordered school-room, the pupils learn the utility of having a place and time for everythiug, and of keeping everything in its place and time. Themselves a part of the general order, they are trained to keep time to the general movement. The neatness and regularity reigning in the school-room slowly but surely transfer themselves to the habits and character of the pupils, and go forth with them to the duties of their after-lives.

3d. A third aim is to train the pupils to live in a well-ordered society, to accustom them to abide peacefully under the regular administration of laws, and in organized communities, and thus to educate them for citizenship in the State.

The school is the State in miniature. The little citizens come into the common body with personal rights and individual aims; but they find there common interests and duties, and are bound by the demands of the common well-being. Here they owe allegiance to the governing power over them, and common charities and co-operation to their fellows around them. What better training for the duties of adult citizenship can be found than to learn to live peacefully, helpfully, and honestly in the school-room state? The well-governed school, with its wholesome laws, its systematic industries, its fine mingling of personal

and common duties, its authoritative administration of justice, and its controlling public sentiment. by which each child is taught that the rights and opinions of the one must, when necessary, yield to the rights and opinions of the many, is the very nursery in which all the high qualities of a true citizenship can be reared into power.

4th. Another and still higher aim of school government is the education of the will. The ordinary school studies address themselves to the intellect. In the fields of knowledge there is food for the perception, the judgment, the reason; in art there is culture for the eye, the hand, the taste; but there is no study for the will. In the domains of law it must seek its exercise and training, if anywhere. Sitting, as a simple, but *kingly* power, shrined in the very centre of the soul's personality, it displays itself, not in thinking, or in feeling, but in action,—law-guided and law-governed action. If, then, we would educate this part of our nature—this great ruling section of the soul—which holds control over all of the remainder, making the man weak or strong, according as it holds with a strong or feeble grasp to its chosen purposes,—if we would add the element of personal power to the education which is also only a mere possession, we must address to the will the behests of law, and train it to act under the reign of rightful authority. The will of the little child is the slave of every fitful impulse; it veers in its purposes with every changing fancy; its resolutions are as ropes of sand; its plans are abandoned at the first impediment. Under the firm hand of a wise teacher, this childish will learns to obey with a steady obedience, and thus comes at last to command, both itself and others, with a steady obedience. This is the great truth that underlies the old maxim, "Let him who would command first learn to obey." I affirm without hesitation that this is the highest and most central of all education. And this education is the product of good government alone.

5th. The education of the moral nature is another high and legitimate aim of school government. This government, if it be just and kind, as well as systematic and orderly, is a constant lesson to the moral nature. It may be well questioned, whether there is any moral teaching so impressive and plastic as that enforcement of order, and steady, daily performance of duties which prevail in a well-governed school. The realm of morals is simply the realm of right, and it is the central aim of all good government to inspire and enforce right-doing. Every just law is a constant lesson to the conscience, defining the right and commanding it as a duty. The child that obeys cannot but grow purer and stronger by his obedience. But the genial quiet and peaceful good

order of the wisely-governed school is the very atmosphere in which the higher sentiments flourish and all noble aspirations grow.

6th. But finally, there is another and grander use in good government than all these—grander, because it is comprehensive of them all. It is to fit the soul for its residence and destiny in this great universe of law. Look where we will, throughout this great empire of God, the fact that meets us everywhere, in all without us, and all within, is the power and prevalence of LAW—all-comprehending, all-controlling, eternal, irresistible, irreversible law. Holding in its grasp every world that wheels through space, and every atom that floats in the light, every burning sun, and every bursting flower,—marshalling the seasons, modelling all growths, and meting out destiny to every creature,—law is the very frame-work and moulding force of all material things. Nor do we escape it in the realm of mind. Not a fancy flits through the brain, nor a train of reflection moves to its conclusion, but obeys the great laws of thought; not an emotion stirs the heart, or a passion sweeps the soul, but law orders its rise and decline. Thus a man is girt in by law as by some great net-work of iron, and in his power of obedience rest both his safety and success. It is by conforming to the laws of vegetable growth that he raises and reaps his harvest. Let him disobey and he fails. Observing the laws of mechanic forces, he wins the triumphs of his mighty machinery. Let him refuse submission, or carelessly transgress, and the power he has invoked may become his ruin. By patient following of the laws of truth, he enters the domains of knowledge, and is permitted to gaze on the unveiled wonders of her presence. Thus everywhere, when he obeys he conquers, when he sins he fails.

Nor have we yet reached the end of that world of law that surrounds and governs us. In the social nature lies another realm of laws, binding every soul by their mandates and limitations; and higher over all arise the great religious laws of God, the statutes of that spiritual realm which counts both worlds as its own. And as if this were not enough, society makes laws in the customs it imposes upon all its members, and the State adds its ponderous statute-books to define the duties and rights of a man as a citizen.

In face of all this—and this enumeration is but the merest glimpse of the great and ponderous truth it seeks to reveal—what lesson so important—so immensely important—for man to learn, as that of the art of obeying? What educational acquisition is so vital and essential as the power to render cheerful and happy obedience to rightful authority and established law? As the caged bird frets and beats its wings

against the bars of its prison, so must the untamed and unsubmissive soul chafe against the great frame-work of natural and revealed laws which forever inclose it. As the locomotive runs along its iron path, and finds safety and swift progress in the friendly tracks that guide its course, so will the obedient and law-abiding soul find its surest element of power and advancement in the great established order of things which it has learned to obey. Thus is law an element of strength or an instrument of sorrow—a pathway or a cage—as the child is taught obedience, or is left to be the victim of its own native lawlessness. To what a grandeur of importance does the good government of schools arise, under the light of this demonstration! How foolish the conclusion of those who count that the study of text-books is the great central work of the school, and that any government is good enough, if the lessons are only properly learned and recited! What acquisitions of knowledge or art can compensate a man for having failed to learn that noblest of all knowledge—the knowledge of duty—and to acquire that best of all arts, the art of submitting the soul, with all its powers, passions, and aspirations, in the grand and eternal service of law! How sad and terrible the comment which the unhappy and disconsolate lives of men,—the crimes committed in passion,—the constant rebellions against society and government,—the wearying unrest of so many lives, pronounce upon the failures so common to teach children how to govern themselves.

In the aims of school government lie involved all its main principles and laws. Its very secret and philosophy are wrapped up in them; and in vain will any one seek to understand, or intelligently administer, a wise and wholesome government of children without a careful consideration of these high aims.

There is a school in the Charleston jail, under the care of the jailor's wife, Mrs. J. C. Clausen. The method of instruction is somewhat peculiar, but admirably adapted to the condition and wants of the scholars. Upon the blackboard, extending around the school-room, are written words of one or more syllables, arranged for beginners and those more advanced in spelling. After each lesson is thoroughly learned by the scholars, another is written upon the blackboard, thus doing away with the use of books. The same plan is adopted in reference to arithmetic. The pupils are drilled in the Ten Commandments, and are not permitted to leave the school-room until they are perfect in the lessons of the day.

THE SCIENTIFIC QUARREL.

A new book has recently issued from the British Press, entitled "The Origin of lowest Organisms." Its author is Dr. Bastian, a gentleman whom Mr. Huxley made famous about a year ago by administering to him a severe and public castigation for carelessness as a scientific investigator, and for discourtesy as a member of society. Dr. Bastian is a believer in the doctrine of the spontaneous generation of life. He has been for some years at work with experiments to show that certain materials, when subjected to all the usual processes for excluding or destroying spores and germs, would still produce monads and fungi. Some of these experiments occasioned the rebuke of Mr. Huxley already alluded to. Dr. Bastian has taken some of his tubes and vials to Mr. Huxley to show him the presence there of protoplasms, vegetable and animal. Mr. Huxley appears to have distrusted the processes which had been pursued. He thought Dr. Bastian had put into his tubes material containing spawn and spores, so that, while infusoria did not get into the tubes from the air, they were already deposited in the subject matter of the experiment before the experiment began. He also pointed out that many monads would survive the application of a high degree of heat, and that the vegetable life produced by Dr. Bastian was simply fragments of well known fungus plants. Dr. Bastian, annoyed by the repulse, was indiscreet enough to lug the great name of Huxley into print, as in some way involved with his experiments. Hence the matter got into the papers and Huxley said, very decidedly, what he thought of the investigations in question.

It now appears that Bastian has published, in the form of a volume, the results of his studies. How much light is thrown upon the great question of the origin of life is doubtful. The present state of the question is substantially this. Two-hundred years ago an Italian Savan put forward the dictum *Omne vivum ex vivo*, or all life issues from life. In plain terms, this postulate is a denial that vitality ever originates spontaneously. It is a thing derived from antecedent life. To this doctrine the name has been given, by Huxley we believe, of Biogenesis, or generation from life. This is the broad ground. Within it is a still narrower school of scientists who hold that each species of life produces its own kind. The protoplasmic form may be very minute and simple, but it develops into the same organization as that from which it was derived. This doctrine is known as homogenesis, or the generation of like from like. This theory is, to some extent imperilled by Darwin's doctrine of natural selection, by which, in process of time, the dividing

lines of species are invaded, or new forms of organization spring up. Thus far, the bulk of speculation among cautious and exact investigators is with Biogenesis. This may be called the prevailing and conservative school. When Huxley published his essay on the physical basis of life, one of the chiefest causes of alarm amongst conservatives was the fear, as yet an unjustified one, that he had gone over to the doctrine of spontaneous generation of life, or was preparing to do so. One of the most fervent criticisms and argumcnts urged against him was by Dr. John Young, whose whole aim was to re-establish the Italian's doctrine of life from life, each after its kind.

As for settling the dispute between the believers in biogenesis, and those in spontaneous generation, that is at present impossible. On the one side the conservatives are in this position. They find that with ordinary precautions to exclude the infusoria of the air from the compositions used in experimenting, no signs of life are produced. Hence they infer that no organisms can ever spring from organic matter. In other words, because they have never seen the thing done, they believe that it cannot be done, which is virtually to say that their experiments are final and exhaustive.

On the other hand, not a single well authenticated instance of spontaneous generation has as yet been established. The argument of the conservatives is very defective, but the progressives have no evidence wherewith to gainsay it. There is no reason why a man should not believe in spontaneous generation, or but very little, and that not good in logic. Neither is there any reason why he should. Until there is, we may as well keep our old notions and faiths.

Arithmetical Problem.—The following problem was found in the "Query Box," at an Institute lately. It is worthy of some careful thought, and we invite our readers and correspondents to send us a solution accompanied by an explanation; we shall take no notice of any explanation that is not purely arithmetical:

An agent bought 100 head of animals for his principal, paying just $100 for them; for cows, he paid $10 each, for sheep, $3, and for geese 50 cents; how many of each did he buy?—*Chicago Schoolmaster.*

To omite studye some tyme of the daye, and some tyme of the yeare, maketh as much for encrease of learninge, as to let land lye sometyme falloe maketh for the better encrease of corne.—*Roger Ascham.*

NINE GOOD RULES.

1. Make the school-room duties pleasant; conduct them with animation and cheerfulness.

2. Take an interest in them, and treat everything connected with the school with dignified importance

3. For young scholars, the class exercises should not be kept up longer than interest is maintained.

4. Idleness should be sedulously avoided. A programme of recitations and studies, furnishing uninterrupted employment during each session, is indispensable to a well regulated school.

5. Great care should be given to assigning lessons; if too long they discourage the learner; if too short, they encourage idleness.

6. Emulation is a valuable aid if judiciously employed, and may be used in a great variety of ways.

7. Patient, persistent effort will accomplish your object, remembering always that education is a process of growth, and time is an essential element in it.

8. Cheerfulness and confidence are lights that blaze, giving a glow of animation and activity, while a fretful spirit begets uneasiness and impatience in others.

9. Frequent threats of punishment, and habits of fault-finding are seldom attended with good results.—*Quebec Journal of Education.*

By the new school law of the Province of Ontario, provision is made for dwelling-houses for teachers. Norway goes still further and sets apart a small piece of land for the schoolmaster to cultivate; this in addition to his regular salary. At least one teacher in every district is provided with a dwelling-house for himself and family, with land enough to pasture at least two cows, and to lay out a small garden. This custom is worthy of attention by rural school officers in this country. Aside from the comfort and economy of the plan, it would seem to afford an excellent means of correcting the nomadic character of rural teachers. The constant shifting of teachers is a great disadvantage to schools in every part of the country. By providing the teacher with a home, an opportunity to increase his income by the products of an orchard or a garden, better men might be induced to remain in the profession, the social status of teachers would be improved, and the frequent changes in method and discipline which waste so much of rural school effort, would be very largely prevented.

THE MARKING SYSTEM.

The fiat has gone forth from New England, the vatican of our public-school theocracy—yea, from Boston, the seat of pedagogical infallibility, has the fiat gone forth, that the marking system shall be no more.

No more 100's, no more 90's, no more 0's; no more 1 for *good*, 2 for *fair*, 3 for *indifferent*, 4 for *bad!* No more shall our pupils, like penitentiary birds, policemen, and horse-car conductors, be known by their numbers. Saith the Yankee schoolmaster, "'Mark no more!' 'Mark Twain,' 'Mark Antony,' 'Mark me Hamlet,' and 'God save the mark!' to the contrary notwithstanding."

And who dares to gainsay what the Yankee schoolmaster hath said? To say, "That's where I and Paul differ," were shrinking modesty beside the audacious irreverence of the remark, "That's where I and Boston differ."

When the opponents of the marking system say that it is an artificial incentive to study, they think they have exploded the system and its advocates as effectually as Sheridan blew up Terrace Block during the late fire in this city. Granted, that the marking system is artificial: so is clothing; so is civilization; and is not education itself artificial? True, education is the application of laws that are natural. The civilized man and the savage; the wild strawberry and the luscious Wilson, both claim the same mother in nature; one swelling with pride in having been well trained, the other equally proud in not having been trained at all. Education and civilization are outgrowths of human nature; so is the marking system. Teaching without a system of honorary distinction, is Orson; teaching with a view to rank and position, is Valentine. Let them say it is an artificial stimulant; let them call it tea, coffee, cider; champagne, if they will—yet give us the marking system. The real uses and benefits of a good education are beyond the comprehension of the child. They are too far away in the hazy and uncertain future to arouse his enthusiasm or rivet his attention. Years are almost interminable cycles to the mind of youth. The prospect of being Chief Justice of the Supreme Court is not nearly so exciting to his young ambition as the race to be first in his class, though the class consist of but "me and another girl."

Give him his mark, his rank, his relative standing; let him say to himself, "I am next to Mary and above John!" and he appreciates your work and enters more heartily upon his own than if you preached to him about developments and progress and the elevating tendencies

of homogeneous cultivation, till the crack of doom. The mark is his reward, and has one quality which makes it more valuable than any other—it is immediate. His effort is a note that is cashed at sight; it is a bird in the hand of the present, worth a flock of the warblers that hide in the bush of the future. And if the mark is a sorry equivalent for his honest effort; if he works for a mean, a silly, a trifling and unworthy object; something that dwindles to sickening insignificance when attained—then, he does only what his elders are doing in every part of the globe, and what they have been doing since the first hieroglyphic was traced in sand, and what they will be doing while the world continues to produce fools who carve their names in much frequented places or pay to have them chiseled on lying tombstones.

Animate nature is a well-graded school. Ask Darwin whether it is not kept running by the marking system and a grand and beautiful plan of promotions? Who would run the gauntlet of newspaper chimney-sweeps, to sit in Congress, but for the little figure, "Hon.," which is a much-abused piece of the marking system? How is your army organized and sent over the country like a prairie-fire? Thus: Corporal, Sergeant, Lieut., Capt., Maj., Col., Brig.-Gen., Maj.-Gen., Lieut.-Gen., General-in-Chief. Who dares say this is marking! "I number among my friends the elegant, the wealthy, the cultured," cries an opponent of the marking system. "I detest improper incentives to study, and, especially, that mischievous marking system," writes the Rev. Dr. Markham, D. D., LL. D., F. R. S., M. O. J. G. F. (for the rest see the rear of the spelling-book, or the preface to the Bigelow Papers.) A Principal opposes the marking system, who cannot write a letter to his wife without signing himself Geo. Monotone, Principal, though the statement is as false as it is inconsistent. A Head Assistant dislikes to mark pupils, but never objects to the cash and consideration to which the mark "H. A." entitles her.

How has Great Britain preserved her civil service from corruption and her municipal officers from Tammany tricks and traits? By making her servants work for marks, not for money; for stars, not for stealings; for honor, not for office; for garters, not for greenbacks; for coronets, not for corner lots. If

> "The rank is but the guinea's stamp,"

then, our politicians and those of Great Britain are alike—they are all marking for *stamps*.

Not anywhere in this world can we go beyond the reach of the marking system; and not till we are all saints or philosophers shall we put forth our best efforts without the spur of coveted honor to urge us

on. When wings begin to sprout from our shoulders; when we join the hosts above; then—no, indeed, even then, we must note the results of marking and titles of honor; for there we shall have our cherubim and seraphim, up to the archangel himself. And, should we, perchance, follow Orpheus, and saunter in the regions below, there, too, we shall have the pleasure of studying a system of close gradation, carried on by "Powers, Princes, and Potentates," and lesser fry, from the little boot-black imp, up to the Grand Mogul himself seated

> "High on a throne of royal state,—
> By merit raised to that bad eminence."

If heaven and earth and Hades are best governed by the marking system why deprive the child's mind of so powerful, so harmless, and so universal an incentive to action?—*Chicago Schoolmaster.*

WHAT A TEACHER SHOULD NOT DO.

Never talk too much nor loud.
Never promise what he cannot perform.
Never threaten for *anticipated* offences.
Never be hasty in word or action.
Never punish when angry.
Never speak in a scolding, fretful manner.
Never be late at school.
Never tell a pupil to do a thing, unless convinced he *can* do it.
Never attempt to teach too many things.
Never compare one child with another.
Never use a hard word when an easy one will answer as well.
Never let his pupils see that they can vex him.
Never allow tale-bearing.
Never let a known fault go unnoticed.
Never speak evil of others.
Never indulge in anything inconsistent with true politeness.
Never put off till to-morrow what can be done to-day.
Never trust to another what he should do himself.
Never magnify small offences.
Never believe all he hears.
Never be weary in well-doing.

The mere learning of language is like expending one's money for handsome purses.—*Richter.*

RULE FOR INTEREST.

When the time is in months: Write in the dividend the principal, next the time, then the rate per cent. Write 12 for a divisor. Cancel, if possible, and perform the remaining work indicated, and divide by 100, by pointing off two places from the whole number. If the per cent. is fractional, write it as an improper fraction.

When the time is in days: Reduce to the decimal of a month mentally, by calling every three days one-tenth of a month, and each remaining day three-hundredths of a month; proceed as for months.

When the time is in years and days, or in months and days: Reduce to months and decimals of a month, and work as for months. Arrange for cancellation, by placing the factors of the dividend on the right of a vertical line and the divisor on the left.

When the interest is a certain rate per cent. a month, reducing the time to months and decimals of a month is just the thing. It will occur to any one that, when the rate per cent. is six, he need not write the rate, but write two for the divisor; and when the rate is 12, he need not write the rate per cent. nor the divisor.

I claim that the plan of always writing the days as a decimal of a month, arranged for cancellation in this way, is original with myself; the remainder of this rule is not. Examples arranged for cancellation:

1st. Interest of $24 for 7 months at 8 per cent.?

2d. Of $24 for 3 days at 9 per cent.?

3d. Of $24 for 2 months, 5 days at $7\frac{1}{2}$ per cent.?

1st.		2d.		3d.	
	$24		$24		$24.
12	7	12	.1	12	2.16
	8		9	3	22

B. D. MITCHELL.

TEACHERS should never be janitors. The law does not require it. It is incompatible with personal neatness. It gives you the appearance of niggardliness, in doing work "to save a dime," which some pupil who needs it badly might earn. The law provides that trustees shall keep the building in order. If they fail in their duty, you are not responsible. In securing schools, teachers should always have a perfect understanding concerning these matters with their employers before a bargain is made. A visit with the directors to the school-building should be made at least a week before school opens, so that, if a good stove is needed, arrangements can be made accordingly; if window-

panes are out, the director can have them put in, or authorize the teacher to have it done; if a door is off its hinges, it can be thoroughly doctored before school begins. It is often the case that the teacher will find it best to secure the proper authority and attend to these matters himself. Better do it one's self than have a miserable school. But, if the teacher shows his employers that he "means business," they will co-operate with him. Uncomfortable school-rooms are more the result of want of interest on the teacher's part than anything else. Genius prevents what stupidity vainly attempts to cure.—*National Normal.*

HOW TO PREVENT WHISPERING.

First—Explain to the school the effects of whispering on their success. Show that you realize how difficult it is to control one's self, yet constant effort and devotion to the lessons will enable one never to think of whispering.

Second—Secure the assent of your school to help enforce a rule of strict non-communication—*i. e.*, no whispering, no writing notes, or on slates; no communication of any kind.

Third—Secure their assent to having it marked opposite their names on the "roll of honor" (which is on the blackboard) every time they communicate.

Fourth—And that ten or twenty (according to the circumstances) such marks cause the erasure of the name from the "roll of honor."

Fifth—At the close of each recitation, or each half hour, or each hour, call upon the whole school to rise; then request those who have communicated to take their seats.

Sixth—Let it be perfectly understood that there is no *crime* in communication, but that it is best for the school that they should not permit it.

Seventh—Give a recess of ten minutes every hour.

Eighth.—If a pupil prefers to lose a minute of recess for every mark, let him make the exchange.

Ninth—Never grant the request, "May I speak?" If a pupil needs anything (a pencil, for instance), let him make known his wants to you, and give him your whole attention until they are met.

Tenth—Keep a careful watch over your school, but do not let them know you are watching, nor that you see everything.

Eleventh—If a pupil reports incorrectly, speak to him privately, never publicly. In aggravated cases, change the seats of pupils.

TWELFTH—Make strict non-communication your mark, and never give up trying to reach it.

MISCELLANY.

TIME and the patient and plodding use of time is the very first condition of a good education. If the early years, when the brain can alone can be patiently worked at with the hoe and rake, this routine of languages, the bearing of which brings every faculty of the mind into use, and into more and more use all the time—if these early years are pre-occupied with urgent necessities, premature toil and precipitate cares, or importunate acquaintance with the actual world, do not expect, except in the case of genius, such mellowness and fineness of mental soil, that the largest and noblest fruits of culture can ever spring thence! We have never yet known a single instance of a neglected boyhood, of an education commenced late, of a brain suffered to harden long without elementary training and working, in which great crudities and immense insusceptibilities and a certain coarseness of fruits did not painfully perpetuate the sense of the early loss. It has even been observed that self-educated men begin to decline early in brain-power, as if the zone of their culture were narrow, and even the brain irresponsive in certain neglected districts.—*Liberal Christian.*

MENTAL SYSTEM.—The faculty of concentrating the mind on the matter in hand, to the exclusion of all other things, is one of the rarest and most valuable gifts with which a man can be endowed. To commence with a theory, to think out its legitimate results, to reduce those results to a concrete form, and, if it be in material science, to proceed to experiment and practice, without diverging, in any direction, from the purpose, is possible to very few men. And we do not think we are overstating the case when we assert that, in proportion as a man is gifted with this faculty, he will become a successful investigator of the phenomena of Nature. Certain it is, that the most eminent men in the scientific world have been remarkable for this power of self-concentration; and the study of Nature and her laws—which go from process to process, and from fact to fact, by strict induction and with inexorable logic—is the pursuit of all others for the employment of this invaluable talent, as well as for the increase of its strength. The study of Nature,—in other words, science,—is the best occupation for the mind, if it be desired to systematize the thinking faculty, and to produce the greatest result from the exertion of the intellect. It is one

phase of the same power, of which thoroughness of work is another; for, if the ability of mental concentration can be acquired, it is by doing most thoroughly and earnestly the work in hand. So the true worker or thinker never wastes time and strength in going back to what he has already accomplished; but, having done it once, he is prepared for the next process, and so goes on with the least possible dispersion of his mental force.—*Scientific American.*

Tennessee.—Each county collects and disburses its own school-tax through the hands of a board of trustees elected by the people. The plan has been in operation too short a time to estimate the results by comparison with different systems. A resolution is pending before the legislature to reorganize the State Bureau of Education. Schools are being organized in all the counties, and much earnestness prevails. There are many excellent private schools and colleges of a high order.

Texas.—All the public lands are set apart for school purposes. The sale of these lands will realize a large fund. There is a compulsory feature in the school system. The local papers, with singular unanimity, charge that the educational fund does not reach the teachers, but is appropriated by its trustees. So far the public-school system has proved a failure—due to the compulsion attempted or to the diversion of the public money, or both.—*Mortons' Monthly.*

Maryland Public Schools.—From the Report of Prof. H. M. Newell, President of the Board of State Commissioners, we gather these statistics: Average number of schools reported, 1,390; total number of scholars enrolled, 80,829; average number attending, 57,588; average daily attendance, 35,949; number of teachers, 1691; average number of months schools were open, nine and two-elevenths; amount received from the State for school purposes, $302,640 86; cost of teachers' salaries, $510,155 06; cost of building, repairing and furnishing school-houses, $75,015 02; amount paid to colored schools, $4,611 40. These figures do not include the school statistics of Baltimore, where the number of scholars was 34,854, and the expenditures for school purposes, exclusive of the cost of buildings, was $386,027 81.

Science of Common Things.—In St. Louis, every member of a primary or grammar school is instructed not merely in facts, but in the means of acquiring facts, about plants and animals, his own physical structure, and the proper care of it; about heat, light, electricity, meteorology, machinery, and the whole range of similar subjects. An oral lesson is given once a week. The children are delighted with it.

EDITORIAL TABLE.

NATIONAL EDUCATION BILL.

After rejecting Senator Stewart's wild and impracticable scheme for National Education, and wisely turning a deaf ear to other measures which would have resulted in crippling or subverting our American Free School System, the House of Representatives has finally passed a National Education Bill, of which the following is a synopsis:

Section 1 provides the net proceeds of the public lands be forever set apart for the education of the people. Nothing in the act is to limit the power of Congress over the public lands to interfere with granting bounty lands nor with the homestead act. Section 2 provides that the Secretary of the Interior shall certify to the Secretary of the Treasury each year the net cash proceeds of the sales of public lands. Section 3 provides the manner in which the funds shall be invested. Section 4 provides for the apportionment of the fund to the various States and Territories. For the first ten years, the distribution to be made according to the ratio of illiteracy in the respective population. Section 5 provides when and under what circumstances the first distribution shall be made. Section 6 provides that a certain portion of the fund received be expended at the discretion of the Legislatures for the instruction of teachers for the Common Schools. Section 7 states the condition under which each State and Territory will be entitled to receive its share of every apportionment after the first year. Section 8 provides that the Commissioner of Education shall decide what States and Territories are entitled to receive an apportionment, and what amount, but no moneys belonging to any State or Territory under this act shall be withheld for reason that the laws thereof provide for separate schools for white children and black children, or refuse to organize a system of mixed schools. Section 9 provides for the distribution of the fund by the Superintendent of Public Instruction of each State, Territory and district; and the amount so proportioned shall be applied solely to the payment of teachers' wages. Section 10 provides the manner in which apportionment shall be drawn from the United States Treasury. Section 11 provides the penalties for any misapplication or embezzlement of the funds. Section 12 provides that the Circuit Court of the United States shall have exclusive jurisdiction of all offenses against the provisions of this act. Section 13 provides that nothing contained in this act shall be so construed as to affect in any manner existing laws and regulations in regard to the adjustment and payment to States, upon their admission into the Union, the five per centum of the net proceeds of the sales of public lands within their respective limits.

We feel relieved. There seemed to be reason to fear that our schools were to be committed to the tender mercies of a "bureau" of Washington City politicians, which would have given them their death-blow. This bill goes far enough for the General Government. The States are competent to manage their own school interests.

COMPULSORY EDUCATION.

Evidence is increasing that though compulsory education may work well in other countries, our own American Free School System suits us better. The March number of the *Michigan Teacher*, says:

Four years ago, scarcely anything else seemed to us so well established as the right and duty of the State to compel attendance upon the schools or equivalent private education, and the practicability of the enforcement of laws to such effect. A pretty thorough investigation, made soon after for a special purpose, satisfied

us that there was a good deal more to be said upon the other side of the question than we had supposed; and it "gave us pause." We have since suspended judgment, awaiting results. And now we begin to despair of a successful experiment in any American State. The logic of facts is determining the matter against our prepossessions. In New York, the Compulsory Act passed a number of years ago, fell at once; no attempt was made to enforce it, say the official reports. But certainly Massachusetts, above all other States of the Union, seemed to have the best conditions for the enforcement of a rigid law compelling education. Yet the celebrated Truant Act of that State, after doing good work in a few large towns for some years, has already outlived its usefulness. The late Report of the State Board of Education exhibits the ratio of mean average attendance for the year to the whole number of children between five and fifteen, at only .74—which is equalled, we are confident, by the attendance in a number of States without compulsory education. The Hon. Joseph White, Secretary of the Board, has often expressed his conviction of the inefficiency of the law, and declares that "it is the weakest and least defensible part of our school system." The Agent of the Board, intimately acquainted with its workings, affirms that "in many towns it is not only not enforced, but no disposition to enforce it is shown." And now comes Gen. Oliver, Chief Constable of the State, whose business it is to secure the enforcement of the penal enactments, and testifies thus:

"Now we know, indeed, that there is a compulsory statute of the Commonwealth in relation to the schooling of its children, but like a great many other statutes on the books, it is paralytic, effete, dead—killed by sheer neglect. It was never enforced, and never supposed to be anybody's duty to enforce it. In fact, we are inclined to believe that it is not generally known that such a law was ever enacted. Nobody looks after it, neither town authorities, nor school committees, nor local police, and large cities and many of the towns of the State are swarming with unschooled children, vagabondizing about the streets, and growing up in ignorance and to a heritage of sin. The mills all over the State, the shops in city and town, are full of children deprived of the right to such education as will fit them for the possibilities of after life. Nobody thinks of either enforcement or obedience in the matter; so that between those who are ignorant of the provision and those that care for none of these things, thousands of the poor younglings of the State, with all her educational boasting, stand precious small chance of getting even the baldest elements of education."

This in the State of Horace Mann. In Michigan, where the conditions of success also seem to be good, the plan has been tried but six months, and it is too early to pronounce upon it. We have lost no opportunity to inquire as to its operation in different parts of the State, and the general word is that very little attention is paid to the law. But we wait. In common with most of our educators, we hailed its enactment with pleasure and hope, and do not like to give it up yet.

EDUCATION IN THE UNITED STATES.

The report of Gen. Eaton, National Commissioner of Education, fills seven hundred and fifteen pages, and is worthy of attentive study by all patriotic American citizens. We furnish our readers with some extracts this month, to be followed by others in future:

Benefactions to Educational Objects.—It is believed that the unsolicited contributions by private citizens for theeducational interest of the community, are without a parallel in any other country in the world.

In California these gifts amount to $2,000,000; in Connecticut to $845,665; of which Yale College receives $319,865; in Georgia, $1,000; in Indiana, $537,025; in Illinois, $391,000; in Iowa, $75,000; in Kansas, $50,000; in Louisiana, $1,090; in Massachusetts, $2,502,000, of which Harvard College receives $460,000; in Minnesota, $50,550; in Missouri, $205,000, entirely for Washington University, St. Louis; in Michigan, $15,000; in New Hampshire, $168,000, of which Dartmouth College receives $121,000; in New Jersey, $323,500, of which Princeton College receives $223,500; in New York, $765,000; in Ohio, $23,250; in Oregon,

$5,000; in Pennsylvania, $312,000; in Rhode Island, $24,000; in South Carolina, $13,000; in Tennessee, $4,000; in Virginia, $45,000; in Wisconsin, $80,000; making a total of $8,435,990.

Of these individual donations two were of $1,000,000 or over; twenty-three were of $100,000 and over; fifteen of $50,000 and over; eleven of $25,000 and over; twenty of $10,000 and over; and thirty-three of $1,000 and over.

In the following States no individual benefactions amounting to $1,000 were reported: Alabama, Arkansas, Delaware, Florida, Kentucky, Maine, Maryland, Nebraska, Nevada, North Carolina, Texas and West Virginia.

NORMAL SCHOOLS.—There are in the United States 51 normal schools, supported by 23 different States, having 251 teachers, and 6,334 pupils; 4 supported by counties, with 83 pupils; 16 city normal schools, with 112 teachers, and 2,002 pupils; all others, 43, supported in various ways, with 80 teachers, and 2,503 pupils; making a total of 114 schools, with 445 teachers, and 10,922 pupils.

ILLITERACY.—The Commissioner has prepared from advance sheets of the census a variety of statistics of illiteracy.

A table giving the nativity of illiterates in the United States in 1870 shows that there is an aggregate of 777,864 foreign illiterates, of whom 665,985 are in the Northern States and Territories, and 72,383 in the Southern States; that there is an aggregate of 4,882,210 native illiterates, of whom 790,118 are in the Northern States, 74,504 in the Pacific States and Territories, and 4,117,589 in the Southern States, making a grand total of 5,660,074 illiterates in the entire country.

A second table shows that of every 10,000 inhabitants in the whole Union, there are 8,711 whites, 1,266 colored, 16 Chinese and 7 Indians, the colored race being in excess only in the States of Louisiana (2,145), South Carolina (126,147) and Mississippi (61,305).

A table showing the illiteracy of the white race and colored race gives a total of 2,879,543 of the former, and 2,763,991 of the latter.

The illiteracy of the Northern States, including all persons 10 years old and over, is thus compared:

Maine	19,047	Indiana	127,015
New Hampshire	9,926	Wisconsin	55,205
Vermont	17,700	Illinois	133,573
Massachusetts	97,724	Minnesota	24,043
Rhode Island	21,901	Iowa	45,669
Connecticut	29,588	Nebraska	4,835
New York	241,152	Kansas	24,340
New Jersey	54,683	California	27,074
Pennsylvania	222,351	Oregon	3,501
Ohio	173,149	Nevada	674
Michigan	51,304		

In the Southern States the illiteracy of the whites and colored is thus shown:

	White.	Colored.
Delaware	11,280	11,820
Maryland	46,792	88,703
District of Columbia	4,876	23,843
Virginia	123,538	322,236
West Virginia	71,493	9,997
Kentucky	201,077	131,050
North Carolina	191,961	205,032
Tennessee	178,727	185,941
South Carolina	55,168	235,164
Georgia	124,935	343,641
Alabama	92,059	290,898
Florida	18,904	52,894
Mississippi	48,028	264,723
Missouri	161,763	60,622
Arkansas	64,095	69,222
Louisiana	50,749	224,993
Texas	70,895	150,617
Total	1,516,339	2,671,396

The illiteracy of the white male adults or those qualified to vote is thus divided among the States:

Maine	6,516	Oregon	1,085
New Hampshire	3,361	Nevada	474
Vermont	6,867	Delaware	3,466
Massachusetts	30,920	Maryland	13,344
Rhode Island	5,922	District of Columbia	1,214
Connecticut	8,990	Virginia	27,646
New York	73,201	West Virginia	15,181
New Jersey	14,515	Kentucky	43,826
Pennsylvania	61,350	North Carolina	27,557
Ohio	41,439	Tennessee	37,713
Michigan	17,543	South Carolina	12,490
Indiana	36,331	Georgia	21,899
Wisconsin	17,637	Alabama	17,429
Illinois	40,801	Florida	3,876
Minnesota	8,034	Mississippi	9,357
Iowa	14,782	Missouri	34,780
Nebraska	956	Arkansas	13,610
Kansas	5,994	Louisiana	12,048
California	12,362	Texas	17,505

NEW SCHOOL LAW.

A new School Bill has been unanimously passed by the California State Senate, and at this writing is pending in the Assembly. The bill was presented by Mr. Tuttle, Chairman of the Senate Committee on Education. Its most important new feature is that which relates to school revenue. In this the "Larkin School Bill" is followed.

By this bill a State tax is levied sufficient to raise one hundred dollars to each school district, and also the sum of seven dollars for each child between the ages of five and seventeen years; a school poll-tax of two dollars is levied for the use and benefit of the School Fund, and proper provision made for the collection and disbursement of these school moneys.

Should this bill become a law, it will be a happy thing for California. It will cause its wildernesses to rejoice and its deserts to blossom. We shall then be able to boast a State system of education worthy the name. The result will be announced in our next issue.

EDUCATIONAL ITEMS.

THE Kansas Legislature has killed a compulsory education bill.

IN Cincinnati, about one person in twenty-four cannot read or write.

TEXAS pays the same salaries to male and female teachers.

A SCHOOLMA'AM (somewhere) instructs her pupils that "one hundred elbs make a cute."

ALABAMA.—A Normal Department has been established in connection with the University of Alabama.

MISSOURI.—During the past year, a school of mines and metallurgy and two Normal schools were opened in Missouri.

NO WHISKY WANTED.—The Faculty of the University of Michigan have subscribed $500 to prosecute liquor dealers in Ann Arbor.

EDUCATIONAL TEST.—An amendment to the Constitution has been introduced, proposing some educational test for voters.

GEORGIA.—About 1200 white and 150 or more colored schools have been started in Georgia under the new school law, and the numbers steadily increase.

COL. SALEM TOWNE, author of Readers and other text-books in use for more than a generation, died recently, aged 92 years.

IN the University of Edinburgh, 28 women have been matriculated during the present term.

NEW JERSEY.—The New Jersey State Superintendent's Report shows that the average school term is eight months and eighteen days. A good showing.

ALL the Moscow students who signed the address in favor of the liberty of the press have been banished to Siberia. Shame on Russia! Pity the poor boys!

RUSSIA.—The Emperor of Russia has sanctioned the proposal to remove the University from Doypat to Wilna, as a measure likely to effect the Russification of the Baltic provinces.

TENNESSEE SUPERINTENDENT.—Hon. W. Morrow has been appointed State Commissioner of Education. School affairs have been sadly mismanaged in this State by mere politicians.

THE ILLINOIS STATE TEACHERS' ASSOCIATION, recently held, was a failure. Only 115 teachers were present, and not more than a third of those whose names were on the programme of exercises responded. What's the matter?

A KINDERGARTEN Training School is to be opened in Boston, free to all teachers who have the requisite qualifications. We ought to have a Kindergarten school in San Francisco.

DEAN STANLEY, in a recent address, said that the solution of all educational difficulties is to find really capable teachers. If he had said the solution of the principal difficulty was to find good teachers, he would have said a true thing.

AN Indiana teacher, when asked by an examiner: "What are some of the characteristics a teacher should have to secure good government?" replied: "Be kind to the pupils, and never let a scholar outlook you." Not a bad answer.

A PEDAGOGICAL JOKE.—When, at the recent Illinois State Teachers' Association, it was announced that some of the railroad companies had gone back on their half fare arrangements, somebody proposed that the teachers "go back" on the railroads. See it?

TRULY SPOKEN.—B. H. Hill, before the Alumni of the University of Georgia, says: "No civilization can be equal to the demands of the age, which does not lay its foundations in the intelligence of the people, and in the multiplication and social elevation of educated industries."

THE Assembly of the province of Rio de Janeiro has passed a law obliging parents and guardians to send all children between seven and fourteen years of age to some school, either public or private. The children of parents who are too poor to clothe them decently, are to be clothed at the public expense.

CO-EDUCATION IN DELAWARE.—The Board of Education of Wilmington, Del

aware, have rejected a resolution to put boys and girls in the same classes. The common sense of our people will adjust this difficult question properly. In California, the tendency is toward co-education.

No Mælstrom.—A new announcement appears that the existence of the mælstrom, off the coast of Norway, has been definitely disproved. There is a strong current between two islands, with some eddies and swirls at certain times, but quite destitute of the fabled terrors of the Mælstrom.

A Question for Pupils.—"How do you account for the fact recently made prominent by the construction of the Northern Pacific Railroad, that the climate of its high latitudes grows milder as the Pacific is approached, so that parts of Washington Territory are no colder than Southern Virginia?"

Prof. E. L. Yeomans has made arrangements abroad for the early publication of a large number of compact hand-books on scientific topics, to be prepared by the most eminent *savants* of different countries, and entitled the *International Scientific Series*.

Don't Know what to do about It.—At Boston, January 17th, there was a gathering for the purpose of discussing the question of admission of women into colleges. There was much discussion. Result: they don't know what to do about it. For once, the "Hub" is slow in accepting a new idea.

An Answer.—The State Superintendent of Maine sent out this question: "Can you suggest any amendments to the school laws of the State?" The School Committee of Mariaville answered: "We recommend the establishment of a reform school for meddlesome parents."

Objected to Six Mills.—A school supervisor in an Eastern State objected to levying six mills on the dollar for school purposes, because there were only eight mills in the county, and one of them didn't have water enough to run more than half the year.

Don't Believe It.—It is stated in one of our exchanges that a lady teacher in Iowa "made a boy stand up and show how he kissed the big girls in the woodshed, in hopes that he would shed tears, and promise to do so no more." It is added that all the boys are leaving the other schools and going to this lady teacher. We are sceptical concerning this story.

"Home and School."—John P. Morton & Co., the popular and enterprising book publishers of Louisville, Kentucky, have issued three numbers of a new monthly under this title. It is handsomely printed, and is able and interesting. Among the contributors is Paul H. Hayne, some of whose poems are inexpressibly sweet and beautiful. We put the *Home and School* on our exchange list with pleasure, and wish it success.

Dr. T. H. Rose.—With deep regret, we learn that our friend, Dr. T. H. Rose, of Los Angeles, expects soon to leave California for the Eastern States. His departure will be a great loss to our educational force. In native ability, scholarship, professional enthusiasm and high personal character, he justly ranks among the very foremost of our educators. A very large circle will join us in regrets at his departure, and in wishing him all good things in his new home.

Simple Justice.—It is mentioned by an exchange as a noteworthy fact, that the Columbus (Ohio) School Board has voted to pay the colored teachers as much

as white teachers in the corresponding grades. Why not? The value of work is not measured by the sex or color of the worker. In California there is no discrimination as to pay on account of color. We hope there will soon be none on account of sex.

INFLUENCE OF TEACHERS.—The signal defeat of the attempt to reduce the salaries of the primary teachers and to break down the State system of uniform textbooks, is mainly due to the prompt action of the teachers of San Francisco, and shows what may be their influence in all educational matters, if they will act together harmoniously. It also suggests another thought, namely: That it will be a happy day for California when our public schools shall be managed by educators instead of politicians.

OMISSION.—From the list of holders of State Educational Diplomas in Superintendent Fitzgerald's recent Biennial Report, the name of Mr. George F. Baker, of Santa Clara, was accidentally omitted. Mr. Baker's worthiness of this honor has been endorsed by the people of Santa Clara, by his election to the office of County Superintendent, upon the duties of which he entered on the first of March. Notwithstanding the earnest effort made to present a correct list of holders of certificates and diplomas, other omissions may have occurred.

IS IT "A GOOD IDEA?"—The Board of Education of Galesburg, Illinois, recently voted to establish an ungraded department in connection with their public schools. Pupils "may be sent from the other schools to this department by the City Superintendent for continued irregularity of attendance, ungovernable conduct, idleness, or for any other cause that the Superintendent may deem sufficient." The design is to make this department reformatory, and "it is expected that it will exert a beneficial influence upon the other schools, by affording the incorrigible and the culpably negligent a place by themselves, where their evil influence and example will not corrupt others." The worthy Principal of the Lincoln School, in this city, some time since suggested a somewhat similar school for incorrigibles in San Francisco. Will he not present the matter for consideration through the TEACHER? We invite him to do so.

ABOUT "ROLLS OF HONOR."—The *National Normal* has these suggestions: "Put every name on the roll at first, and let it rest with each pupil whether his comes off. If you cannot have the roll published, keep it neatly in some corner of the blackboard. Let the erasure of a name from that roll be the severest punishment that can be inflicted, unless you are so poor a teacher as to be compelled sometimes to resort to the rod; then let the rod be the most disgraceful. Always call the attention of visitors to this roll." We are still receiving requests to publish rolls of honor, but must decline, not having space for all, and not wishing to discriminate for or against any. Besides, the local newspaper is the proper medium for such publication.

EDUCATION AMONG THE MORMONS.—There are now some two hundred school districts in the territory, with an aggregate of upwards of 25,000 children between the ages of 5 and 16 years. The common school system of the East is becoming general; though until recently the schools have been sustained by their respective patrons. Salt Lake City is subdivided into 22 school districts. Many of these districts have several schools and academies. There is also a flourishing commercial college, of which Prof. Morgan, a graduate of Eastman, is Principal and proprietor. The Deseret University, of which John R. Park, A.M., is Principal,

in its last catalogue exhibited a total of nearly 600 students, male and female. The Legislative Assembly of Utah, at one of its sessions, appropriated $10,000 to the University. Robert L. Campbell, Esq., is Territorial Superintendent of Common Schools.

MICHIGAN.—State Superintendent Hosford's Report for 1871, furnishes the following statistics of the public schools of Michigan: Number of children between 5 and 20 years of age, 393,001; subject to Compulsory Act (between 8 and 14), 174,972; sittings in the public schools, 374,758; in attendance, 294,354 (15,000 or 18,000 should be added for districts not reporting, under this head); districts, 5,301; school-houses, 5,300; teachers, 11,274—2,971 male, 8,303 female; average length of schools, seven months; graded schools, 266; private schools, 161; pupils in same, 8,772. The district libraries report 4,659 volumes more, and the town libraries 5,470 volumes less than last year.

MECHANICAL SCHOOLS.—Perhaps in no other country in the world is education so thoroughly carried out as in the German empire. In Wirtemburg, a comparatively small province, besides elementary schools in every parish, they have 250 primary industrial schools; 523 farming and trade schools, at which lads are fitted for husbandry and handicrafts; and finally two colleges, one for completing the architectural education of young men destined for farmers, the other for giving the finishing qualifications to young mechanics. The expenses attendant upon this complete system of practical education are so small as to enable all members of the community to avail themselves of it.

PUBLIC SCHOOLS OF ST. LOUIS.—They [the public schools of St. Louis] are well launched now, however, on a broad, generous scheme, with a capital of $1,500,000 in landed property in and about the city, which is proving more and more a generous source of income; with $1,750,000 in value of school buildings and their lots, and an income from special school taxes of over $500,000 a year; with an annual expenditure of from $600,000 to $700,000; with 25,000 pupils in attendance, though these are less than one-half of the children of school age in the city; with a progress outwardly illustrated by the construction of seven first-class school-houses, accommodating over 5,000 children, in the last two years, and with a superintendent and leading teachers that are as much the envy of other cities as they are the pride of this. Thus endowed, there cannot help now being a growth so rapid as soon to place these schools by the side of those of cities more advanced and experienced in public education, and commensurate with the new life and ambition of St. Louis itself.—*Sam Bowles.*

ERRORS.—On page 279, the sentence beginning "It is I" etc., should read, "It is I who govern this school, *and* a thoughtful mind" etc. Again: on the same page, lower down, "*rectus in casæ*" should be "*rectus in casu.*"

BOOK TABLE.

SERVING OUR GENERATION, and GOD'S GUIDANCE IN YOUTH. Two Sermons preached in the College Chapel, Yale College, by President WOOLSEY. New Haven, Conn.: Charles C. Chatfield & Co. 1872.

The ripe and fatherly wisdom of President Woolsey finds beautiful and touching

expression in these admirable valedictory discourses. They make a very neat little volume of fifty pages. Go or send to A. Roman & Co. and get it, and you will thank us for this advice.

THE ELEMENTARY MUSIC READER. A progressive Series of Lessons, prepared expressly for use in Public Schools. By B. JEPSON, Instructor of Vocal Music in the New Haven Public Schools. New Haven, Conn.: Charles C. Chatfield & Co. 1871.

Mr. Jepson says, "that the elements of vocal music may be taught with the same degree of success that attends any other regular branch of study." Six successive grades of exercises are proposed, three of which are in the first book before us; the second will duly follow. Each grade is supposed to represent one year's study. Music is not our *forte*, but a competent authority at hand says this is a good work, excelling in simplicity, progressiveness and general adaptability to its purpose. We commend this book to all who love and are interested in music—which includes all teachers—for every teacher should be interested in music. From A. Roman & Co., San Francisco.

HALF HOURS WITH MODERN SCIENTISTS. Huxley—Barker—Stirling—Tyndall. New Haven, Conn.: Charles C. Chatfield & Co. 1871.

The object of the publishers in the publication of this volume, and others to follow it, is to present in a cheap form the advance thought in the scientific world. Contents of this volume: "On the Physical Basis of Life," by Prof. T. H. Huxley; "Correlation of Vital and Physical Forces," by James Hutchinson Stirling; "On the Hypothesis of Evolution," by Prof. E. D. Cope; and Scientific Addresses by Prof. John Tyndall, L.L.D. F.R.S., "On the Methods and Tendencies of Physical Investigation," "On Haze and Dust," and "On the Scientific Use of the Imagination." The names of these authors give assurance that the reader will find here the best thought in the scientific discussions of the day. A. Roman & Co., San Francisco.

A MANUAL OF ENGLISH LITERATURE: A Text-Book for Schools and Colleges. By JOHN S. HART, L.L.D., Professor of Rhetoric and of the English Language and Literature in the College of New Jersey, and late Principal of the New Jersey State Normal School. Philadelphia: Eldredge & Brother. 1872.

Readers acquainted with Dr. Hart's peculiar literary genius will expect an excellent performance in this book, and on examination of it they will not be disappointed. Its plan is felicitous, and worked out in a manner almost entirely satisfactory. Either as a text-book or as a book of reference, it will receive a cordial welcome from educators and literary people. In mechanical execution, it equals any book of the day of its class. From A. Roman & Co., San Francisco.

SWINTON'S WORD-ANALYSIS. A graded Class-Book of English Derivative Words, with practical Exercises in Spelling, Analyzing, Defining, Synonyms, and the Use of Words. By WILLIAM SWINTON, A.M., Professor of the English Language in the University of California, and author of "Rambles among Words," "Condensed History of the United States," etc., etc. New York: Ivison, Blakeman, Taylor & Company. 1872.

We have previously expressed our judgment with regard to this book. The present edition is an improvement on the former one. From the teachers of California who have used it, we have heard much praise and some complaint of it. From Messrs. Payot, Upham & Co., and also from A. Roman & Co., we have been favored with copies of the new edition.

SCRIBNER FOR MARCH.

We read Scribner with increasing pleasure every month. The interest of its articles is fully kept up, and there is no lowering of its high moral tone. Mr.

Warner's "Back-Log Studies" make delicious reading. The vein struck in these papers is a rich one. Already *a* favorite with magazine readers, Scribner bids fair to become *the* favorite.

LITTELL'S LIVING AGE.

This remarkable publication is as punctual as it is welcome in its visits. Its aim is to furnish to American readers the *cream* of current English literature at small cost—and it does it. A happy "Boston notion."

A COMPENDIOUS GRAMMAR OF THE GREEK LANGUAGE. By ALPHEUS CROSBY, Professor Emeritus of the Greek Language and Literature in Darmouth College. New York and Chicago: Woolworth, Ainsworth & Co. 1871.

This is a revised and improved edition of a valuable standard work. While it is abridged in size, it presents new features that commend it to the favor of scholars among which are: the constant comparison of the Latin and the Greek; the alphabetical arrangement and regular classification of Irregular Verbs and others requiring special notice; and the arrangement side by side of the different methods of pronunciation which prevail in our country. From A. L. Bancroft & Co., San Francisco.

A TREATISE ON ENGLISH PUNCTUATION; Designed for Letter-Writers, Authors, Printers, and Correctors of the Press; and for the Use of School Academies. With an Appendix, containing Rules for the Use of Capitals, a List of Abbreviations, Hints on the Preparation of Copy and on Proof-Reading, Specimen of Proof-Sheet, etc. By JOHN WILSON. New York and Chicago: Woolworth, Ainsworth & Co. 1871.

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BARTHOLOMEW'S DRAWING BOOK, No. 1. New Series. New York: Woolworth, Ainsworth & Co. 1872.

TEACHER'S GUIDE: Companion to Bartholomew's Drawing Book, No. 1. For Teachers and Students using Bartholomew's Drawing Books. By W. N. BARTHOLOMEW, Professor of Drawing in the English High and Boston Normal Schools. New York: Woolworth, Ainsworth & Co. 1871.

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(Other books received too late for this issue, will receive attention next month.)

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First Session ends October 6th, 1871.
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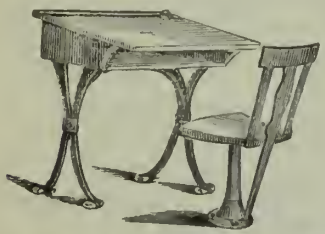

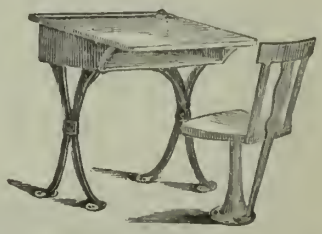

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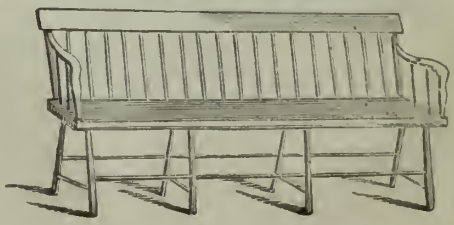

THE

CALIFORNIA TEACHER.

MAY, 1872.

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PROF. JOSEPH LE CONTE ON EARTHQUAKES.

Mallett, in his earthquake catalogue, has collected the records of 6,830 earthquakes, occuring in the 3,456 years previous to 1850, or an average of about two per annum for the whole period. Of this number, 3,240, or nearly one-half, occurred in the last fifty years, or about sixty-five per annum; and, during the last four years, the record gives about two per week, or one hundred per annum; not because earthquakes were more frequent, but records were more perfect. When we recollect that three-fourths of the earth surface is covered with ocean, and that but a small portion of the remaining one-fourth is occupied by civilized man, we may safely say that there is certainly not a day, and probably not an hour, but the earth is trembling in some portion of its surface.

That there is a close connection between earthquakes and volcanoes is plainly shown by the following facts: 1. Violent volcanic eruptions are always preceded and accompanied by earthquakes. 2. Earthquake regions are also volcanic regions, or have been so in very recent geological times. If we have two maps, one shaded to exhibit the volcanic intensity, and the other the earthquake intensity of different portions of the earth surface, the portions of the earth shaded and the depth of the shading will be found nearly the same in the two cases. 3. But while there is an undoubted association of the two phenomena, as if they were produced by similar causes, yet there is also a complementary relation, as if volcanoes were vents through which the forces which cause both find relief. Thus when the smoke wreath disappears from Coto-

paxi the inhabitants expect earthquakes. Stromboli is a rare example of a volcano in incessant activity; in 1783 it ceased for the first time in the memory of man; the great Calabrian earthquake followed soon after. The great earthquake of Riobamba, in South America, (1797) followed close upon the sudden checking of activity in a neighboring volcano. The neighborhood of the town of Caraccas, South America, was for several years infested with earthquakes, one of which destroyed the town in 1812. These troublesome shakings ceased on the bursting out of a volcano in the neighborhood.

These facts would seem to indicate that in both volcanoes and earthquakes a powerful force of some kind is generated within the earth: if the crust breaks and the force finds vent we have a volcanic eruption; but if not, an earthquake is produced.

There are also some phenomena which connect earthquakes with another form of igneous agency, viz: gradual bodily elevation and depression of the earth's crust. In 1835, after a great earthquake which shook the coast of South America over an area of 600,000 square miles, the whole coast line of Chile and Patagonia was found elevated above the level of the sea 210 feet. Again, in 1822, in the same region, after a similar earthquake, the coast line was again raised two to seven feet above the sea level. Now in this very region there are old beach marks or sea terraces from 100 feet to some 1,300 feet above the sea, and extending 1,200 miles along the coast on each side of the southern point of South America, plainly showing that the whole southern end of this continent, during very recent geological times has been bodily raised out of the sea to that extent. It seems impossible to doubt that the force which produced this continental elevation was also the cause of the accompanying earthquakes. Again, in 1819, after a severe earthquake which shook the whole region about the mouth of the Indus and Ganges, a large tract of land, 2,000 square miles in area, was sunk and became a salt lagoon, while another area 50 miles long and 10 to 16 miles wide was raised 10 feet. In commemoration of this wonderful event the raised portion was called "Ullah Bund," the mound of God. Again, in 1811, a severe earthquake, (probably severer than any yet felt in California) shook the valley of the Mississippi river. In the region a little below the mouth of the Ohio river, where it was most severe, large tracts of land were sunk bodily several feet below their former level and have been covered with water ever since. It is now called the "Sunk country." In the two cases last mentioned there was evidently formed a fault or dislocation: *i. e.*, there was a fissure of the earth's crust, and one side dropped down lower than the other. Such

fissures and faults are found intersecting the strata almost everywhere. We see them in these cases formed under our very eyes in connection with earthquakes.

The connection of earthquakes with the two other forms of igneous agency suggests each of them a possible cause. Preceding and generally accompanying volcanic eruptions occur subterranean explosions, so violent that they are heard at a distance of hundreds of miles. In the great eruption of Tomboro in 1815, these explosions were heard over 900 miles. Also, it is well known that in volcanic eruptions, especially of the explosive type, gas and especially steam, escape in such enormous quantities, as to leave little doubt that the force of the eruption is in fact the elastic force of steam. These facts together with the association of earthquakes with volcanic eruptions have suggested the idea that the sudden evolution or the sudden collapse of vapor may be the cause of earthquakes. According to this view an earthquake is, on a grand scale, a phenomenon similar to the jar produced by the explosion of a keg of gunpowder buried in the earth.

But the association of earthquakes with the bodily elevation or subsidence of great areas of the earth's crust, suggests another and we believe a much more probable cause. It is well known that the earth's crust is slowly rising in some places and sinking in others. This is particularly the case in earthquake regions, as, for example, on the coasts of the Mediterranean and in South America; but also in regions not troubled with earthquakes, as on the shores of the Baltic. Now suppose we have a force of any kind tending to elevate or depress the earth's crust in any locality; if the crust yields steadily we have gradual, quiet elevation or depression, as on the shores of the Baltic; but if, on the other hand, the crust resists, then the force accumulating and the tension of the crust increasing, rupture of the crust must eventually take place, with sudden elevation or depression, as in the case of the coast of Chile. In case of elevation, the fissure would be formed on the surface. Such a sudden formation of a fissure, either with or without displacement, or fault, would of necessity produce a concussion or jar which would propagate itself until it reached the surface, and then spread outward on the surface.

This is we believe by far the more probable cause of earthquakes. When we remember that fissures often extend many thousands of feet and even many miles into the earth, we easily perceive that the sudden rupture of such thickness of rock would produce a concussion fully adequate to produce the dreadful effects of earthquakes.

As to the cause of the elevation and depression, the discussion of

this point would carry us entirely too far. Suffice to say that it is most probably due to slow secular contraction of the earth still going on, more in the interior than the exterior, by which the crust, by lateral pressure, is thrown into great wrinkles.

But whatever be the true or ultimate cause—whatever it be that produces the original concussion—whether it be in the nature of an explosion or, more probably, a sudden rupture of the earth's crust; this original concussion propagates itself from the origin or focus in every direction as an elastic spherical wave, or as a series of such waves, precisely in the manner of sound waves, until it reaches and emerges on the surface. From this point of first emergence it then spreads in every direction, reaching more and more distant points successively. It is this progressive earth jar or tremor—this series of elastic earth-waves, successively emerging and spreading on the surface, which in fact constitutes the earthquake itself.

There has arisen in the last few years, and become quite prevalent in California, a theory, or rather a notion—an opinion, that earthquakes are in some way due to electricity. The argument, as we have heard it, goes somewhat as follows: Thunder and lightning are rare in California, while earthquakes in California take the place of thunder storms and summer rains; therefore since thunder storms are attended with electric discharges, earthquakes must be produced by electric discharges; therefore earthquakes are a sort of subterranean thunder storms—they are produced by subterranean lightning. Let us examine this so-called theory.

There is a strong tendency in the intelligent popular mind, and even in many scientific minds not thoroughly imbued with the true spirit nor thoroughly trained in the true methods of science, to attribute whatever in nature is mysterious or imperfectly understood, to electricity. Vital phenomena, especially those connected with the nervous system, are attributed to electricity—certain curious physiological phenomena are attributed to animal magnetism!—thought, feeling, will, are the product of electricity. So, also, in geology, slaty cleavage—mineral veins, foliation of metamorphic rocks, etc., have been attributed to electric currents. Thus electricity is made the scape-goat for the sins and shortcomings of other sciences. Now, it is true that our knowledge of electricity is still very imperfect, yet there is certainly much that we *do* know about electricity—there is a large body of ascertained facts and well established laws. Electricity has already assumed the form of a positive science, as is sufficiently shown by the varied applications of this wonderful agent. It is in the highest degree unphilosophical and

irrational, therefore, to attribute any phenomena to electricity unless they are similar to the known phenomena, or subject to the laws of electricity. Now suppose the earth charged to any extend with electricity —imagine a gigantic electric machine pumping inconceivable quantities of electricity into the earth until it is charged like a great Leyden jar. If now it can be shown how this electricity can produce a concussion, giving origin to elastic earth waves, then it will be time to consider seriously this theory—then it will begin to deserve the title of a theory. Currents of electricity doubtless there are within the earth, thermo-electric, chemico-electric, magnetico-electric; but electric currents cannot produce concussion. A concussion such as gives origin to earthquake waves, if produced by electricity at all, could be produced only by disruptive discharge; but a disruptive discharge within a good conductor, in the present state of surface, must be regarded as impossible.

But again, it will be remembered that this theory connects California earthquakes with the peculiar climate of the Pacific coast. In this connection, I have but two passing remarks to make. 1—The climate of California has not always been what it now is. In the post-tertiary period we have every evidence of the immense development of glaziers and of immensely flooded rivers; in other words, of a very moist climate. Yet during this very period there are immense volcanic, and therefore probably also immense earthquake activity. 2—Our second remark is this: There are many, very many earthquake regions besides California—regions, too, in which earthquakes are far more frequent and violent than here. Now, when it can be shown by extensive observation in all earthquake regions, that there is in such regions a climate similar to ours, and particularly a similar absence of thunder storms, then it will be time to consider seriously the so-called electric theory. Electrical phenomena may and probably do accompany earthquakes (though there has been no scientific observations on this point); for the violent movements of the earth must of necessity generate electricity; but this is not the cause but the effect of earthquakes.

School Education.—At school a boy's (or girl's) business is not simply, or mainly, to gain knowledge, but to learn how to gain it. If he learns his own place in the world, and, in a practical fashion, his duty towards other boys, and to his superiors as well as to his inferiors; if he acquires the apparatus for obtaining and storing knowledge, and some judgment as to what kind of knowledge is worth obtaining, his

time at school has not been misspent, even if he carries away a very scanty store of actual facts in history, or literature, or physical science. If in his schoolboy days, you cram his head with such facts beyond what are merely elementary, you are very apt to addle his brains and make a little prig or pedant of him, incapable, from self-conceit, of a much further progress afterwards. A "*diluted omniscience*" *unnecessary*. I remember one day going to consult Canning on a matter of great importance to me, when he was staying down at Enfield. We walked into the woods to have a quiet talk, and as we passed some ponds, I was surprised to find it was a new light to him that tadpoles turned into frogs.

My uncle added, "now don't you go and tell that story of Canning to the next fool you meet. Canning could rule and did rule a great and civilized nation; but in these days people are apt to fancy that any one who does not know the natural history of frogs must be an imbecile in the treatment of men."—*Frere*.

HINTS FOR TEACHERS.

BY DR. E. J. SCHELLHOUSE.

In previous papers published in this journal, I have offered some hints in reference to a method of teaching founded on the laws of mental action. I shall now endeavor to give a brief analysis of the mental faculties employed in acquiring and utilizing knowledge.

The laws of mental action are as definite and determinate as are those of matter. Assuming this proposition as true, I shall proceed to the analysis:

The three great classes of mental phenomena are: (1) Cognition (Knowledge); (2) Feeling (Emotion); and (3) Conation (Will, Volition). In acquiring ideas and combining them into systems for general application and use, we must have the ability to know, the desire to possess, and the will to accomplish.

At this time I shall only attempt a brief consideration of the Cognitive Faculties, which appear under six subdivisions: the (1) Acquisitive (Perception); (2) Retentive (Memory); (3) Reproductive (Reminiscence); (4) Representative (Imagination); (5) Elaborative (Comparison); and (6) Regulative (Reason).

1. Since knowledge is acquired, it is evident that the mind has an acquisitive faculty. This is Perception, which may be defined as the

power to present and convey impressions and ideas, primarily, to consciousness, through the avenues of Sense.

II. Since only a small part of our knowledge is in consciousness at the same time, by far the greater portion is retained in a latent state: therefore, we must have a Retentive faculty. This is Memory, proper. The power to retain is as essential as that to acquire. Without the power of acquisition, a power of retention could not be exerted; and without the latter, the former would be frustrated, for we should lose our knowledge as fast as we acquired it.

III. But if the mind retains beyond the sphere of Consciousness a treasure of knowledge, it would be of no avail, did it not possess the power of bringing it out into Consciousness. This we call the Reproductive faculty (Reminiscence).

IV. The mind possesses, also, the faculty of representing in some determined order an array of ideas and thought, and combining them in such a manner as to produce new and different results. This power is called Imagination. Thus, out of the knowledge we possess we may weave a tissue of fiction, or construct the plan of an edifice or bridge, or call up a series of poetic images or sublime conceptions. This faculty has much to do in forming the character and happiness of the individual. "The happiness or misery of every individual," says the philosophic Ancillon, "depends almost exclusively on the particular character of his habitual associations, and the relative kind and intensity of his imagination. It is much less what we actually are and what we actually possess than what we imagine ourselves to be and have, that is decisive of our existence and fortune." Imagination, by the attractive or repulsive pictures with which it fills the mind, often determines success or failure in life.

V. Out of the accumulation of ideas of every conceivable form and variety, we discriminate differences, and recognize identities and similarities. The tendency of the mind is always toward unity. The necessity of analyzing, arranging, classifying, condensing, generalizing, and systematizing our knowledge, is essential to its final results. To take a comprehensive and synoptical view of our mental possessions, is essential to their practical application. This may be termed the Elaborative faculty (Synthesis).

VI. And lastly: we must recognize the relation between cause and effect, between premises and conclusions. The power to recognize and determine these relations is the Reasoning faculty. It also takes cognizance of axioms and intuitions.

Having given this brief analysis, we will consider the laws controlling

their action. *How* the mind acquires ideas will not be considered here. It is sufficient for us to know the fact.

1. The first law is that of Automatic action—that is to say, by a series of repetitions, first slow and voluntary, an ability may be established to perform an act rapidly and without the intervention of the will. "The one condition," says Sir Wm. Hamilton, "under which all powers and consequently all intellectual faculties are developed, is exercise. The more intense and continuous the exercise, the more vigorously developed will be the power."

"Sameness, and again sameness," says Leinhard in a letter to his father, Pestalozzi, "is the deity presiding over the Teacher's hearth—his very recreation and entertainment. Ever the same: incessant as the flow of the scanty rivulet, as the monotonous sound of the mill-wheel! Your own mastership, in this scholastic sameness, my dear father, I have ever admired. A Teacher is another Sisyphus or Ixion, condemned to roll the same rock, the same wheel upward and ever upward."

The future ability and success of the learner will depend on the power acquired for Automatic action. Reading, spelling, writing, and the fundamental operations of arithmetic, rest wholly on Automatic action. In reading, the learner repeats the words so often that the mind takes no cognizance of them, and he pronounces them unconsciously. The same in spelling and writing; the operations are repeated so often that they are performed unconsciously. In arithmetic, the various combinations of numbers are performed, not by any process of reasoning, or even taking into account the values of the figures employed—so that the learner performs his additions, multiplications, etc., among the millions and trillions, as readily, as among units and tens. In learning arithmetical tables—in addition, for example—he does not consider that 5 and 8 make 13: he takes no notice of their value, but by repetition the process becomes automatic. So in multiplication: $9 \times 12 = 108$ is no result of calculation—it is simply automatic.

The more richly the mind is stored with ideas and processes automatically established, the more powerful and effective it will be. As this law is the foundation of all educational processes, a clear and comprehensive view of it is essential to the Teacher. How to enable the learner to fix and keep his attention on his studies, becomes an important consideration in the art of teaching: "for strenuous energy is the one condition of all improvement—yet this energy is at first and for a long time comparatively painful. It is painful, because it is imperfect." "The great problem in education is, therefore, how to induce

the pupil to undertake and go through with a course of exertion, in its result good and even agreeable, but immediately and in itself, irksome." [Sir Wm. Hamilton.]

2. The second great law is that of Association. That is: "How thoughts retained in memory, may, without any excitation from without, be again retrieved by an excitation or awakening from other thoughts within." The association of thoughts may be awakened under the following conditions: (1) If co-existent in time; (2) if the objects are adjoining in space; (3) if they hold the relation of cause and effect; (4) if they stand in relation of means to ends; (5) if the thoughts are in contrast or similarity; (6) if they proceed from the same source; (7) if they are sign and thing signified; and perhaps others not here specified.

The operation of this law pervades every act and condition of the learner, and the acquisition and availability of his knowledge are dependent upon it.

In some future number of the journal I should like to resume the consideration of this subject.

Narrow Teachers.—The complaint is often heard that teachers become fussy, arbitrary, and narrow in their views, and good for nothing else. And this statement is true, except the last clause, for if one has fallen into that condition, he is certainly unfit to teach. Such, doubtless, is the tendency in this profession; but it can be resisted, and that successfully. There is, however, but one way in which to do it, and that is by a persistent and liberal culture of the mind. I have, in my experience, met with many teachers whose society was as rich and genial as any I have ever found; but this has always come of constant mental activity and discipline. Believe me, teachers, by this means, and by this only, can you resist the narrowing influence of your work. You must learn to wield a free and intelligent judgment in various spheres. You may, for instance, even in the midst of your work, by a proper training of mind and heart, possess tastes that shall be so far consonant with the true principles of art as to catch the inspirations of nature. Sympathy with nature is one of the most potent preventives of the evils to which I have alluded. A teacher, furthermore, should be in constant communication with the great masters of thought, especially in our own language. To neglect this, seems to me inexcusable. It argues a smallness of mind and perversion of taste that should find no place in the work of instructing living souls.—*Conn. School Journal.*

TO TEACHERS WITHOUT "EXPERIENCE" AND WITHOUT "TRAINING."

There are about 200,000 teachers of public schools in the United States. Of these about one-fourth retire from active service every year, leaving their places to be supplied by others. If all the normal schools (real and nominal) in the country were filled to their utmost capacity, and one-fourth of their students graduated every year, there would be an annual supply of about 3,000 trained teachers. Let us suppose that nature is as prolific as art, and that 3,000 other teachers, with the stamp of native genius on their brow, though with no diploma of the schools in their hands, make their annual debut. After making these liberal allowances, we have an annual influx into the schools of 44,000 teachers neither "born" nor "made";—chiefly young persons without experience and without special adaptation, whom necessity, or accident, or friends, or fate has transformed into school-masters and school-mistresses for the nonce.

The great educational problem of the age is, how shall this great army of raw recruits be converted into disciplined and steady soldiers. Our hypothesis has reduced the problem to its lowest dimensions. We have made the largest possible deduction for teachers of "experience", so-called, for trained teachers, for teachers "to the manner born", and yet we see that there must be a very large residuum, whose qualifications for their work must be developed after they have entered into office, if they are developed at all. It is to this large class, and especially to that large fraction of it, who are honest, conscientious, industrious, and desirous of improvement, that we propose to offer a few words of advice.

1. Practice alone will not make a man a better teacher. If a man starts wrong, the farther he travels the more he goes astray. So a teacher who has been on the wrong track for twenty years, is a worse teacher than he was when he commenced. Errors, which were at first doubtful propositions, are now self-evident truths. His professional vices are elevated into cardinal virtues. The Ethiopian cannot change his skin nor the leopard his spots. Therefore this paper is not written for "experienced" teachers. Practice, by itself, enables us to do easily that which we do often, but not, necessarily, to do it better. The man of eight and forty does not write a better hand than the boy of eighteen; but the sense of effort has passed away. A woman of forty is not necessarily a better teacher than she was at twenty, but she does her work, such as it is, with less labor. Notwithstanding the changes which nor-

mal schools, teachers' institutes, and educational journals have inaugurated and advocated, the traditions of the last century are still the common law of half the schools in the United States. The law of the race is the law of the individual. That which has failed in the general system will fail in the particular instance. Practice or experience alone will never convert the wrong into the right, although it may help to obscure our perceptions regarding them.

2. The first and indispensable condition of improvement is a conviction on the part of the teacher that improvement is desirable and attainable. One of the earliest symptoms of spiritual decay is self-righteousness One of the surest signs of intellectual demoralization is pride of knowledge. The most heavenly minded men are the most humble; the most learned men are the most modest. The greatest teachers are always searching after a better way. "Not as though I had already attained, either were already perfect", is their motto. "Our school system", says the Mayor of one of our great cities, "does not seem capable of improvement." Most probably the Mayor was right, though not in the flattering sense in which he desired his words to be understood. The young teacher, however, is not very likely to give way to vain-glory. If he is not utterly devoid of common sense, the every-day work of the school-room will, at least, take the conceit out of him. The danger lies rather on the other extreme, that, finding his best efforts comparatively fruitless, he may become discouraged and take refuge in formalism, resting satisfied with a perfunctory discharge of the routine duties of his office. This is the sleep that ends in death.

But assuming that the inexperienced teacher, for whom these pages are written, feels that advancement in his profession is an excellent and a desirable thing, he may reasonably doubt whether it is attainable by him. "Understandest thou what thou" doest? "How can I, except some man should guide me"? The guide to whom the novice turns instinctively, is the normal school, and that assistance being denied him, he feels as if help were impossible. The principals of such schools receive every year hundreds of letters from teachers, stating that they are extremely desirous to attend the normal school, but "circumstances over which they have no control", etc., etc.—which means they cannot afford the expense.

3. There is no reason why a person whose means will not permit him to attend a normal school, should not become an excellent teacher on normal principles, without traveling beyond the limits of his own county. That normal training is an immense advantage, cannot be denied; but many of those who admire it at a distance, do not know

wherein its value consists. If any one thinks that a course of study at a normal school will supply him with ready-made plans for every operation, and rules for every emergency, so as to supersede the necessity of watchfulness, care, and anxious thought on his part afterward, he makes a great mistake. The great merit of the normal school is that it concentrates all the intellectual energies of the student on the single question, "How can I become a good teacher?" The desire is intensified, and the desire brings about its own fulfillment. Where this intense desire to teach well is wanting, normal graduates, whatever may be their literary qualifications, make as poor teachers as their less highly educated neighbors. They may have been fitted up, like a barrel organ, to grind out a limited number of tunes by turning a crank; but there is no principle of life or healthy growth in them; they are what Carlyle calls "dead, mechanical gerund-grinders, the like of whom will, one day, be manufactured at Nuremberg out of wood and leather."

Let no young teacher, who has an honest, earnest, hearty desire to be a good teacher, be discouraged, because the advantages of normal training are out of his reach. The means of improvement lie within him and around him, if he will only make a right use of them. What these means are will form the subject of another article.—*M. A. Newell, in National Teacher.*

A MODEL PRIMARY SCHOOL.

FROM A REPORT OF HON. J. D. PHILBRICK, BOSTON.

Go with me into a school kept by one of those meritorious teachers. Observe the condition of the room,—its neatness, order, cleanliness; look into the happy faces of the pupils, reflecting the intelligence and love beaming from the countenance of their teacher. They have evidently come from homes of extreme poverty; but notice their tidiness, and especially the good condition of their heads and hands; and see their position in their seats,—neither stiff and restrained, nor careless and lounging, but easy and natural. The temperature, you will perceive, is what it should be; and the atmosphere uncommonly wholesome for a school-room,—no roasting by stoves, or shivering in chilling drafts of air. What skill and care and patience, on the part of the teacher, have been employed to produce this state of things! Now witness the operations going on. The windows are opened more or less, according to the weather. The bell is struck, and the pupils are brought to their feet; they perform some brisk physical exercises with

the hands and arms, or march to music, or take a lively vocal drill according to Professor Munroe's instructions. In five minutes the scene changes: the windows are closed, half the pupils take their slates with simultaneous movement, place them in position, and proceed to print, draw, or write exactly what has been indicated and illustrated for them as a copy. The rest stand, ranged soldier-like, in a compact line, with book in hand, and take their reading-lesson. No one is listless or inattentive. Sometimes they read in turn, and sometimes they are called promiscuously, or they are permitted to volunteer; or the teacher reads a sentence or two, and the whole class read in concert after her; or they are allowed to read a paragraph silently. Now a hard word is spelled by sounds; then there is thrown in a little drill on inflection or emphasis. Many judicious questions are asked about the meaning of what is read, and all useful illustrations and explanations are given with such vivacity and clearness that they are sure to be comprehended by every pupil and remembered. The time for the lesson quickly glides away, every pupil wishing it would last longer. A stroke upon the bell brings the whole school to position in their seats; the slates are examined and returned to their places; a general exercise on the tablets, or an object-lesson, follows. If the latter, perhaps it is on colors, the teacher having prepared for this purpose little square cards worked with bright-hued worsteds, or the children have brought bits of ribbon or colored paper or water-color paints—very likely some one has brought a glass prism to show the colors of the rainbow. A verse or two of poetry on the rainbow is repeated. Now comes the music. A little girl takes the platform, and, with pointer in hand, conducts the exercise on Mason's charts. She asks about the staff and notes and bars and clefs. They sing the scale by letters, numbers, and syllables; and close with a sweet song. They are next exercised in numbers, not in mere rotation of table, but by combination with visible objects,—the ball-frame and marks on the black-board,—writing figures on the slates being interspersed with oral instruction. And thus goes on the whole session. You would gladly remain the whole day, such is the order, harmony, and cheerfulness of the school. You see that the children are both pleased and instructed, that they are wisely cared for in all respects. Neither body, mind, nor heart is neglected. The teacher is happy. She is happy because she is successful, because *her heart is in her work.* She has the *right disposition*, and this qualification multiplies tenfold all others.

This is no fancy sketch, nor is it a flattering picture of some single school; it is only an imperfect outline of what may be seen daily in not

a few schools. I say to myself, all honor to the admirable teachers who have made them such!

A GOOD IDEA.—In order to make written exercises more interesting, I would suggest that a small box be nailed against the wall and marked "Post Office." Have an opening in the top large enough to slip a letter through. Have the pupils fold their exercises in the form of letters, put them in envelopes (of their own manufacture), direct and put in the office. Appoint one scholar to act as postmaster. Have the scholars write letters one to another, each letter, however, to contain a question taken from one of the text-books used in the school. Have the scholar who receives the letter answer the same, and the question which it contains, within a given time, or pay a fine.—*Maine Journal of Education.*

SOLUTIONS OF PROBLEM.

ST. HELENA, April 10, 1872.

EDITORS TEACHER:—Please find the following a complete and satisfactory solution of arithmetical problem in your April number:

		A	B	C	D	E	F	G
1	10	$\frac{1}{9}$		1		5		5 cows
	3		$\frac{1}{2}$		1		1	1 sheep
	$\frac{1}{2}$	2	2	18	4	90	4	94 geese

Explanation.—From the average price and that of the different animals, we find the proportional parts by the ordinary method for equalizing gains and losses, as exhibited in columns A and B. These couplets are made integral in C and D; and, as they will not aggregate any factor of the entire number of animals, we must change either or both, by multiplication or division, in such a manner as to secure that result. By inspection (I know of no other method), we see that if column C be multiplied by 5, C and D will then become E and F, which when united, become G, aggregating the specified number of animals. If the sum had been any other factor of 100—as 50, 25, 20 or 10—we should have multiplied all the numbers in the column by such a factor as would produce 100.

Although forbidden to treat the problem algebraically, I am tempted to send the following *neat* solution by indeterminate analysis:

The problem readily gives the equations

$$x+y+z=100,$$

and $10x+3y+\frac{z}{2}=100.$

Eliminating z, we have

$$19x+5y=100.$$

Solving with respect to y, we obtain

$$y=\tfrac{100-19x}{5}=20-3x-\tfrac{4x}{5}=20-4x+\tfrac{x}{5}$$

Now any value affixed to x which will render the fraction $\frac{x}{5}$ integral, will give entire values for y and z; and if at the same time we take such a value for x as will render y positive, the problem is completely solved.

Making $x=5$, we have

$$y=20-20+1=1;$$

$$z=100-5-1=94, \text{ as before.}$$

W. A. C. SMITH,
Principal St. Helena Public School.

SAN JOSE, April 4, 1872.

	A	B	A1	B1	A2	B2	
50	$\frac{1}{50}$	$\frac{1}{50}$	18	4	90	94	$47 00
100 { 300		$\frac{1}{200}$		1		1	3 00
1000	$\frac{1}{900}$		1		5	5	50 00

I must sell 1-50 of the article worth 50 cts., and 1-900 of the article worth 1000 cts., so as to *gain* one cent when I *lose* one; this gives me column A. I must sell 1-50 of the article worth 50 cts. and 1-200 of the article worth 300 cts. to *lose* one cent when I *gain* one; this gives me column B. Multiplying column A by 900 gives me the column A1. Multiplying column B by 200 gives column B1, which clears A and B of fractions. So 18+4 at 50 cts.; 1 at 300 cts.; and 1 at 1000 cts. give only 24 articles. Then I can not use these couplets but must multiply one or both of the couplets by some number that will give me larger products. By inspection I see that multiplying *one* couplet is sufficient. I multiply column A1 by 5 and obtain column A2. Column A2+column B1 = column B2, or 94 at 50 cts., 1 at 300 cts., and 5 at 1000 cts. (See Robinson's or Davies' Arithmetic.)

Your pupil and sincere friend,

IRVING HENNING.

[We have also received solutions from Mr. H. B. Gillis, of Yreka, and Mr. Dennis Townsend, of Fiddletown, Amador county—both admirable for neatness and accuracy.—ED. TEACHER.]

THE DUTCH SCHOOLS.

Holland possesses a school system complete in its details, and embracing in its scope provision for the children of all classes of people within the realm. Almost immediately a child can walk it is cared for in the "Bewaar" school; some, indeed, are placed in these useful institutions even before they can well walk. At six years of age it finds its way to a public elementary school of such a class as accords with its station in life; *all* are open to it on remarkably easy terms, some of course being entirely free. Then if, having attained the age of thirteen or fourteen years, circumstances admit of the course of instruction being further prolonged, excellent provision is made in the higher schools for the pursuit of advanced studies under the most favorable conditions.

Throughout Holland it is expected that every child of school age shall be placed under efficient instruction. From six to fourteen years of age is usually considered as the term during which a child ought to attend school; but practically, the average period of instruction is much shorter. M. L. Mulder, the inspector of schools for the province of Utrecht, to whom I am indebted for much valuable information, says: "the majority leave, alas! in their twelfth year; this is especially the case in the country districts." But the Dutch children, as a general rule, make capital progress whilst at the public elementary schools.

There is no direct compulsion. Yet there is, perhaps, its equivalent. The parent is not amenable to the law for non-fulfilment of the duty of sending his child to school. But the great force of public opinion supplies a potent agency in helping the progress of national education. Public opinion decrees that every parent shall, even at a sacrifice to himself, cause his child to be well grounded, at least in the rudiments of knowledge. In the large towns, this feeling seems general even amongst the lowest classes; in the country districts it is found that parents too often yield to the temptation of sending their children to work much earlier, and with a much more scanty stock of knowledge at their disposal than should be permitted. Here, the lever of direct compulsion is required. But there is a penalty for neglect, although it is not enforced by imperial legislation. The managers of most of the great charitable institutions have by common consent agreed to withhold all aid from such parents, however poor, as refuse to send their children to some school.

To the children themselves, unquestionably, the school has great attractions. The schoolmasters say the children look forward with eager expectation to the time when they are permitted to take their

places in the class, so pleasant are the associations of the school-house in the minds of all young people. For a longer or for a shorter period, then, the Dutch child is really got to school, and there ample provision is made for all.

The Dutch educationist holds that there is a visual as well as an oral method of imparting instruction; that the intellect must be trained by the use of both eyes and ears. Therefore, no dingy, dirty-looking buildings are used as school-rooms. In Amsterdam, as in other towns, the school-houses have characteristics which enable the stranger easily to distinguish them at once. Cheerful-looking, airy buildings they all appear to be. Some of the decorations, indeed (though invariably in excellent taste), would, perhaps, seem to rigid utilitarians rather out of place As for instance, in the case of the "School Zeemanshoop"—held in what was formerly the abode of the "Club Zeemanshoop" (or the Club of the Seaman's Hope), which has been purchased for the purpose of establishing a public elementary school there by the town council of Amsterdam,—the decorations on the ceilings of the principal room and gymnasium, and the noble entrance hall with fine marble staircase would probably rather shock some so-called "economists," who imagine any kind of room with four walls sufficient for the purposes of a public school. Yet the child who receives his early training in such a "home of taste" may surely be expected to catch some refining influence from the daily contemplation of artistic forms. Experienced teachers believe such to be the general effect of these associations, and certainly the demeanor of the children thus happily privileged seems to confirm the opinion. But for the common free schools, though no superfluous decorations are attempted, the buildings are invariably neat, substantial, and well planned. In connection with many,—especially in the large towns,—there are capital well-appointed gymnasiums; and it may be mentioned that at some of the higher class of public elementary schools, special teachers are retained to give instruction in calisthenics.

Before a building is permitted to be used for a school of any kind, (public or private), it must be inspected and certified as appropriate for the purpose. The law prescribes that any person holding a school in a building or room that has been declared by the district inspector to be unfit for such purpose, incurs a fine of from two to four guineas for the first offence, and a fine of from four to eight guineas and a week or a fortnight's imprisonmeut for the second offence. The effect of this salutary measure is, that the Dutch have no small, ill-ventilated, dirty rooms, crowded with neglected children "sent out of the way" by care-

less and ignorant parents,—a sight sadly too common in Sheffield and other large English towns.

In like manner unqualified persons are prohibited from becoming teachers. Article 8 of the law on elementary instruction ("De wet op het lager onderwys, 1863") enacts that whoever gives elementary instruction without being duly qualified (or certificated), shall become liable to a fine of from two to four guineas for the first offence, and from four to eight guineas and be imprisoned for a term not exceeding a fortnight, for the second offence. Thus a check is put upon ignorant and incompetent people, who, finding all other means of gaining a livelihood failing them, might wish to "buy a rod and turn pedagogue."

Further, the subjects in which successful examinations have been passed are clearly defined on the teacher's certificate, and the holder is permitted by the law to give instruction in these subjects *and no others*. Thus, if a teacher is certified only as qualified to give instruction in two or three subjects, he must confine himself to teaching those alone; and if he desires to engage in conducting classes in other branches of study, he must first pass a further examination and obtain an additional certificate of competency in respect of such studies. Teachers in the Dutch national schools do not seem to be by any means overpaid,—the salaries of some are surprisingly low; yet as a rule they appear to be very efficient, and they go about their work with an amount of intelligent enthusiasm which cannot fail to exercise a potent influence for good, not only on the scholars immediately under their charge, but upon the whole system.

Examinations of candidates for certificates are held twice a year,—in the spring and the autumn. The inspectors and sub-inspectors form the board of examiners, and they are generally assisted in each case by able and experienced teachers of the respective districts. Thus theory and practice are combined. Headmasters' certificates are not granted to any candidates under twenty-three years of age, and under-masters must not be less than eighteen years of age. A candidate may submit to the examination repeatedly, if necessary, until the certificate be gained. Special diplomas are awarded to those who seek to teach mathematics, drawing, gymnastics, plain and fancy needlework, English, French, or German. The examinations of male candidates are carried on in public, but the female candidates have the advantage of private examinations. All the examinations are conducted with great fairness, and they are considered to answer their object most thoroughly and at the smallest possible expense both to teachers and the public.—*John F. Moss, in Mass. Teacher.*

A TEACHER ON EDUCATIONAL PROBLEMS.

EDITORS TEACHER:—Being compelled to quit the profession of teaching on account of ill health, and desiring to record some of the most important conclusions arrived at in the course of my experiences, I now address you; hoping thereby to add my mite towards stimulating that thought, or course of thoughts, that shall lead to the proper solution of the educational question.

In reference to the course of study or series of text-books prescribed for the public schools of this State, I have nothing to say—for any course or series that has met with favor is good enough if correctly followed and rightly taught. In passing, I must condemn the practice that requires much memorizing instead of cultivating the understanding. Original thought is infinitely better than automatic thought. A store of facts is necessary to the production of new thought as the earth is necessary to the production of new growth; but new growth is the object sought. For this reason I think that method of teaching which is best calculated to develop original thought, is best.

The great effort put forth by the educators of to-day is to develop the mental, moral, and physical, proportionally. Its peculiarity is in exerting its greatest force in making the school-days of children happy and healthful. This commendable effort is tinged with injustice in not including the teachers—their health and happiness is a consideration that receives but little attention.

I accord with that view that calls for the development of good morals first, health next; afterward, as much mental training as compatible with these. The first and second are more affected by the school government than by the substance of text-books taught. For this reason I believe school government should receive more attention. While the State controls the books or subject-matter taught, it should also control as firmly and effectually the government of every school, thus making them the same throughout the State. I have found liberal government the best, and would recommend the republican form. The teacher should never make a law; he should be teacher and executive, but should be neither detective nor hangman. The State should furnish all rules for the government of schools; and those of a local character should be enacted either by the trustees or pupils.

I experimented over one year with pure republican school government. It worked well. It neither increased nor diminished wrongdoing; but it shifted the duty of reprehending culprits from teacher to pupil. Under this form I inflicted all known and recognized forms of

punishment—this was my error. Punishment must be inflicted, but it is not the teacher's duty, nor should he perform it under any circumstances. Until the correct rule for governing punishments is promulgated and enforced, no system of school government can give general satisfaction. On this point momentous interests turn. I believe the correct principle is to hold parents responsible for the conduct of their children. The teacher should never punish. In my school, for the past seven months, I have not punished any one, and at the beginning I notified them that I would not punish them. I keep a record of deportment; when they need punishment I send them home to their parents, and if parents do not bring an influence to bear that will control them, I suspend for a time. This is effectual in lessening the number of misdeeds; but the teacher must apprehend the culprits. Now, I think a combination of republicanism with the method of holding parents responsible, well worth the attention of every teacher.

The best method of compelling parents to assume this responsibility, is a question that needs discussion. If suspension is resorted to, then some careless parents will permit their children to remain at home. To my mind there is only one certain way of proceeding in this matter, and that is, to make every public school teacher a State officer, endowed with sufficient judicial powers to investigate and pass judgment on offences committed by pupils, and authorized to impose fines —fines that will be collected by any constable or sheriff, on order of teacher as Judge. A law authorizing fines as a punishment for improper deportment in pupil, is of greater moment than any other consideration at this time.

C. T. FINLAYSON.

MISCELLANY.

THOROUGHNESS.—People believe in it. Popular consent places it among qualities commendatory. A teacher is *thorough*, and straightway canonized; a school, and patronized—no questions asked.

In what ought thoroughness to consist: In thorough teaching, or thorough education? Shall we be thorough in *remembering*—remembering what looks tell us; how we did that which we have done once, and done well enough? Or thorough in *thinking*—thinking, that is, in the power to do what has not been told us, what we have not done? The first passes current. It is the kind attained by *examinations*. Now, if that be true thoroughness—the highest—college terms were as well spent in learning the names of all the counties in the States in alpha-

betical order, as in learning an equal number of facts from text-books. The difference in value between the names and the facts, *per se*, is not worth reckoning—only as the teaching is such as to teach the learner to use the latter.

Examinations (except on the plan of original theses, as in European Universities and our professional schools) are a curse—a cramping, paralyzing curse. Students stuff themselves to "pass" examination; stuff with facts from text-books, till they are like toads that wicked boys have filled with shot; stuff for months, instead of strengthening by mind action, essaying the original. What is the function of a college—not a primary school nor academy—but a college? It is a place to gather material to act upon, or to learn how to act.

A leading college in northeastern Ohio, not content with having its students stuff once a term, has doubled the dose, and put an examination in the middle of the term. Does it think intellects are like India-rubber bags—bigger the greater number of things they contain? To hold, to act—which is higher?

"Thoroughness," the popular, current kind in common schools, is the greatest foe to the higher scholarship and the development of mind. Thousands annually in these schools are going over, and over, and over, geography, grammar, and arithmetic, "because they are not *thorough* in them;" that is, are not sure they can answer every question in geography and grammar, or solve every example in arithmetic. In the name of reason, after you have solved all or most of the examples in arithmetic, why spend many months going over what you have done, just to be sure you *remember how* it was done! Do you expect thus to develop power to do greater things without essaying them? Leave arithmetic when you have power to solve its problems. Never mind if you don't remember all of them, can't solve all without some study again. It will take no stronger thought, develop no more power worth computing, to go over them again. Arithmetic has done all it can for you—called into exercise the highest power its examples demand. Leave it; you sin against your mind to stay there longer! Take algebra; demand of your mind greater difficulties; spend no more time on the smaller; the discipline of those will develop a power to which these will appear simple, when needed. This is the principle that insures in higher scholarship, a larger mind power; fitness for greater deeds and nobler duties in life. Its so general valuation is an enormous subtraction from the scholarship, the mind power, of our people; a fearful waste of the opportunities of our State-funded schools and our God-given time. Be banished such "thoroughness."—*National Normal.*

MISCELLANEOUS INFORMATION.—The fact gave occasion for me to reflect on the folly of that practice which refused information on every subject till I could sit down to study it professionally. Most of the knowledge necessary to save a man from the appearance of gross ignorance may be collected without hindrance to any other pursuit, and almost without effort, by the mere use of those opportunities which chance is every day throwing in his way. In fact, that knowledge which it is disgraceful not to have, must, from the very condition of it, be easily got. How foolish, then, to neglect, much more to decline such knowledge. Yet such has been my practice all my life. In fact, I seem to have treated knowledge like commodities, subjected to a duty which can only be permitted to land at certain places regularly appointed. Thus my information goes no further than my studies, and all that knowledge which is floating in the world, and which to a mind properly prepared, affords its chief nourishment, has been wholly lost to me; kept off by negligence on the one hand, and a perverse fancy on the other, and leading me, like some exotic in a greenhouse, to the precarious and imperfect supply of art.—*Windham's Diary.*

NEW IDEAS.—"One of the greatest pains to human nature is the pain of a new idea. It is, as common people say, so 'upsetting;' it makes you think that, after all, your favorite notions may be wrong, your firmest beliefs ill-founded; it is certain that till now there was no place allotted in your mind to the new and startling inhabitant; and now that it has conquered an entrance, you do not at once see which of your old ideas it will or will not turn out, with which of them it can be reconciled, and with which it is at essential unity. Naturally, therefore, common men hate a new idea, and are more or less disposed to ill-treat the original man who brings it. Even nations, with long habits of discussion, are intolerant enough. In England, where there is, on the whole, probably a freer discussion of a greater number of subjects than ever was before in the world, we know how much power bigotry retains. But discussion, to be successful, requires tolerance. It fails wherever, as in a French political assembly, any one who hears anything which he dislikes, tries to howl it down. If we know that a nation is capable of enduring continuous discussion, we know that it is capable of practising with equanimity continuous tolerance."—*Walter Baghot.*

TEACHER AND CLASS.—A teacher whose acquirements are limited to the text-books he uses, can never achieve real success in conducting his recitations. "A good schoolmaster," says Guizot, "must know

much more than he is called upon to teach, in order that he may teach with intelligence and taste." It is a question worthy of consideration whether the ambition and love of study inspired in a class by a scholarly, skilful, and enthusiastic teacher are not worth more to the pupils than all the studying they are able to do. What is more contagious than example? What is more glorious than a noble example as an inspiration to worthy deeds? The teacher who does not show that he can go beyond the text-book in his search after truth, and enrich the knowledge which his pupils have acquired by copious additions to it from his own well furnished storehouse, is lacking in the first element of power in his great work. This is in fact one of the true secrets of power in teaching. It secures the confidence, it arouses the interest, it commands the respect and admiration of the class, and supplies the most needful conditions to its progress. Hence, let the teacher ever go before his pupils in the class room full of his subject, all aglow with its spirit, ready to meet every difficulty, to answer every objection, and supply every omission which may arise in the course of the sharp drill that is to follow.—*Minnesota Teacher.*

Every man, from the highest to the lowest, has two businesses—the one, his own particular profession or calling, be it what it will, whether that of soldier, seaman, farmer, mechanic, or laborer: the other, his general calling, which he has in common with all his neighbors, namely, the calling of a citizen and a man. The education which fits him for the first of these two businesses we call professional; that which fits him for the second is called liberal.—*Dr. Arnold.*

Waste of Time.—There is much time wasted in the schoolroom. Children, as well as teachers, are kept too long at a time, too many hours a day. They are all overworked. We want fewer pupils to a teacher, and not over four hours of school per day. With teachers properly trained to give more attention to natural science, and less to arithmetic, grammar, and geography, there would be more knowledge gained and fewer blockheads,—more interest in school and fewer cases for discipline. We only repeat what some of our best educators have already said, that there is much time worse than thrown away in studying some of what are styled the common school branches. A lad of ordinary intelligence will learn as much arithmetic or grammar in one school year, at the age of fourteen, as he will acquire by constant digging from five to fourteen. By the short course he saves time for natural science and other things, saves books and much patience of teachers. Who does not know hundreds of pupils who are wearing out their

arithmetics in one place? They learn tables and ciphering over and over, forgetting and learning as many as ten times. When they learn tables for distance, they should be required to measure, with cord or poles, the dimensions of objects in the school-room and in the yard. Wine measure and dry measure will be comprehended and remembered, if the pupils are required to measure up water and sand, or other substances, as they learn the tables. The same is true of most other tables usually learned by rote.

When the pupil does not understand a subject, he becomes discouraged, and often acquires a dislike for school. Generally, the blame lies in the method of instruction, and not in the scholar. Our schools need more practical demonstrations; our teachers need to be taught some of the common things all around them,—taught how to observe and how to dissect. Much of the time of teachers' institutes during summer could be most profitably spent under the guidance of a competent naturalist, who should allow each to use a compound microscope to see objects which he was taught to prepare for himself.—*Michigan Teacher.*

THERE is no feature of our school system so vital to its success as that which places at the door of every school-room a board of examiners to determine who is qualified to enter there as a teacher and guide of youth. They are the sentries of the school system, and upon their fidelity and efficiency depend, to a great extent, its character and usefulness. No other school officers need a truer conception of their duties, or a more ardent devotion to the cause of education.—*White.*

THIRTEEN thousand public schools have recently been organized in Russia.

THE parent who sends his son into the world uneducated, defrauds the community of a lawful citizen, and bequeaths to it a nuisance.—*Chancellor Kent.*

WASHINGTON'S "Farewell Address" contains these words of wise counsel: "Promote as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

EDITORIAL TABLE.

THE LEGISLATURE AND EDUCATION.

The action of the late Legislature with regard to education was unfortunately not marked by the harmony and wisdom which were needed in the consideration of an interest so vital to the welfare of the State. Party spirit was the great disturber. Party lines were drawn on almost every question affecting education. The party wrangle over the State Normal School extended through nearly the entire session. The Educational Committees of the two Houses were at cross-purposes all the time. One joint meeting was held, but broke up under circumstances that, for the honor of the State, we will not disclose. Finally, at the very end of the session, a compromise was effected—the Senate and Assembly agreeing, substantially, upon what was known as the "Larkin School Bill." The most important feature of this bill was that in regard to school revenue, by which better provision was made for the county schools, especially those in weak and impoverished localities. We regarded this measure as the most beneficent that had ever been proposed in behalf of the children of California; and, at the risk of being misrepresented, contributed whatever of influence we could to aid in its passage. This interest on our part was inevitable. For two years we had missed no opportunity to urge upon the attention of the people of the State the necessity of making better provision for the sparsely settled districts. We announced the doctrine that, in a State system of education, the property of the whole State should be taxed to educate all the children of the State. Everywhere this view of the subject was approved by the friends of education; and the revenue feature of the "Larkin School Bill" was simply putting the wishes of the people into legislative enactment.

For some unaccountable reason Governor Booth withheld his approval of this "compromise" bill after its passage. We use the word "unaccountable," because we regard our worthy Governor as a zealous friend of education. There has been a general expression of deep regret on account of the failure of this measure, only slightly mitigated by the reflection that $300,000 were appropriated to the State University, with the Governor's approval. We are friendly to the University —were one of its original friends, and have had some humble share in its organization and establishment. We are still friendly to it, and proud of its success; but we cannot help feeling that a great mistake has been made—that provision should have been made for giving the children of the whole State the elements of a common English education, before making such enormous expenditure for the few who will be able to attend the University. This proceeding inverts the educational pyramid. It disappointed the hopes of the people. But regrets are idle. Crimination is useless.

The failure of the Compulsory Educational bill saved the State from an experiment which might have resulted in harm. The principle of such a bill is foreign to the American Free School System. It is not needed in California, where the only trouble is to build school houses fast enough to accommodate the pupils who claim admission. We are fully aware that our views on Compulsory Education differ from those of many of our best educators; but we think there are unmistakable indications that the current of opinion in the Eastern States is setting more and

more against it, and that this idea of *Compulsion* will be rejected by the American people as dangerous in its principle and injurious in its tendency.

UNIVERSITY OF CALIFORNIA.

The friends of our University are gratified at the prospect that work will soon be resumed at Berkeley in good earnest and with ample means. We believe it is proposed to complete as soon as possible the building already begun, and then to erect such other buildings as may be necessary, with the view of getting permanently located and at work on its own grounds without delay. This is the true policy, and we hope it will be energetically carried out.

Gov. Booth has appointed John F. Swift, Esq., to fill the vacancy in the Board of Regents occasioned by the expiration of the term of John T. Doyle, Esq. We regret that the Board will hereafter lose the services of so able a business man and so eminent a scholar as Mr. Doyle, than whom there is perhaps no better read man in California. In Mr. Swift, however, the Board has the accession of a member admirably qualified for the duties of a Regent.

The corps of instructors in the University remains unchanged, and its several departments are well conducted and prosperous. When fairly established at Berkeley, the difficulties attending the discipline of the institution will be much diminished. Other obvious benefits will result from this change; the sooner it shall be made, therefore, the better.

STATE NORMAL SCHOOL.

After a laborious and successful session, the State Normal School is having its annual vacation. The closing exercises were of a very interesting character and were witnessed by a large audience, completely filling the San Jose Opera House. We regret that ill health deprived us of the pleasure of accepting an invitation to be present. We regret, too, that some officer of the school or some other person present has not furnished us with an account of the proceedings for the TEACHER. The worthy Principal is invited to speak to the profession and the public through our next issue. Will he take the hint and respond?

RENEWAL OF CERTIFICATES.

There is much anxiety and some real distress of mind among our teachers with reference to the renewal of certificates. We deem it proper again to say—1. That in all cases where teachers are teaching successfully in the grade covered by their certificates, their certificates ought to be renewed. 2. That in cases where there are technical defects in certificates *resulting from neglect on the part of examining boards or their clerks*, the teachers should not be made the sufferers. 3. If *any* certificates are to be invalidated on technical quibbles, *let all fare alike*—let not the primary teachers be made the scape-goats for the sins of the whole department. All of which is respectfully submitted.

A NEW IDEA.

Somebody proposes that candidates for the offices of school director and trustee should be required to pass competitive examinations. The idea is not a bad one. The civil service reform, should it succeed, will be likely to reach school officers as well as others. Why not? Is it more important that custom-house clerks and revenue collectors should be competent and worthy, than that the guardians of popular education should be persons of intelligence and good character?

EDUCATIONAL ITEMS.

PENNSYLVANIA has 391 log school houses still in use.

OVER one hundred ladies are studying law in America.

WALTHAM, Mass., it is said, supports a free sewing-school for girls.

GOV. GRATZ BROWN, of Missouri, graduated at Yale College in 1847.

EX-PRESIDENT WOOLSEY is preparing a text-book on Political Economy.

REV. EDWARD EGGLESTON is lecturing occasionally on "Kindergarten Method applied to Sabbath-School work."

CHICAGO pays teachers according to their efficiency, making no distinction between males and females.

IN New York City, recently, the corner-stone was laid for a new Normal College, which is to cost $350,000.

COLUMBIA COLLEGE pays its President $8,000, and its Professors $6,000. These are the largest salaries paid by any college in the country.

MR. WILSON desires to give two million acres of public land to the District of Columbia for educational purposes.

A SOPHOMORE in a recent term examination at Yale on being asked who Edward Gibbon was, remarked "He commanded one of Cromwell's royal regiments."

A BILL has been reported in the Legislature providing that five trustees of Amherst College shall hereafter be chosen by the Alumni of the college.—*Student.*

THE highest salary paid to a lady teacher in this country, is said to be $2,500—Miss Anna Brocket, who is Principal in the St. Louis Normal School, is the fortunate recipient.—*Exchange.*

BY Lord Rosse's telescope, an object 270 feet long on the moon's surface can be seen; and Baer calculates, that an instrument ten times as powerful would make the man in the moon visible if he were like any other man.

THE Supreme Court of Iowa has decided, that Boards of Education have the authority to make punctual and regular attendance at school a condition of membership.

ILLINOIS STATE UNIVERSITY.—The Illinois State University, located at Champaign (Illinois), has been organized less than four years—and its rapid growth is indicated by the great increase of students. The total number of students is 314, of whom 151 are in the Freshman, and 101 in the Sophomore classes.

THE Methodists have the most colleges of any church in the United States, being 61; the Catholics next—58. So says a good authority, the *Chicago Schoolmaster*.

THE New York Commissioners of Pharmacy found the other day, that out of seven hundred and twenty-eight applicants for licenses, only three could read easy Latin at sight. No wonder so many are poisoned by the blundering of druggists.

JOHN HOPKINS, of Baltimore, proposes to establish a university on the outskirts of that city. He offers nearly eight million dollars for that purpose, and will have the institution take his name.

THE late Isaac Rich has bequeathed to the Boston University (Methodist) the sum of $1,700,000, under such conditions that in ten years the University will be worth about $3,000,000—the richest University in the United States. Already several schools in Boston have signified their willingness to become Departments of this University.

HON. BIRDSEY G. NORTHROP, Secretary of the State Board of Education in Connecticut, has been invited by the representatives of the Japanese government to go, at an early day, to Japan, and aid in the establishment of a system of popular instruction adapted to that empire. The work will probably occupy him, if he accepts, for a period of years, and will, as we understand it, include such duties as in many governments devolve upon a minister of public education.

COLORADO SCHOOLS.—According to the Territorial School Superintendent's report, there were in 1871, 7,742 persons of school age (between 5 and 21) in Colorado; number of pupils in the 110 public schools of the Territory, 4,357; average attendance, 2,612; number of teachers, 164—80 male, and 84 female; average salary of male teachers, $60, and of female, $54 per month. The total amount paid to teachers in 1871 was $44,148.96.

SIBERIA.—"I was struck," says Professor Pumpelly, "with one peculiarity of Siberian Society, which, however, did not extend below the merchant class—this was the apparently great amount of care bestowed upon the education of women. They seemed to be generally much better trained than the men, not only in music, but in foreign languages, and in the general branches of education."

RUSSIA.—A writer in a recent number of the *Galaxy* informs its readers, that "governesses and teachers of all kinds hold a much higher and more important position in Russia than elsewhere. They form a distinct class in the State, and the men hold a brevet rank among State officials, and have a good chance of rising in public life, for the Russians hold culture in almost a Chinese respect. The female teachers are important persons in families and in society, and they often marry brilliantly. They always make fortunes, for their salaries are enormous—three thousand dollars annually being not uncommon."

EARL DERBY says: "I don't believe that the doctrines and opinions taught to young children at schools have, in ninety cases out of a hundred, the slightest effect upon their future character or career. Such opinions, learned by rote, never half understood at the time and speedily forgotton afterwards, are, I think, mistakenly regarded as forming a more important part of education than they really do form." If this be true, the teachers of Earl Derby's country are poor creatures indeed, utterly unworthy of their high calling.

SCOTLAND.—Efforts are being made for the promotion of science and art instruction in Scotland. The local papers report a series of meetings in the large towns, which appear to have been fairly successful. Mr. Buckmaster has forcibly pointed out what is required in the education of workingmen and their employers: instead of teaching boys abstractions and metaphysical ideas, as if they were all to be parish ministers, they must be taught things. A knowledge of the laws and properties of matter, by which the earth is subjugated to our use, is the proper education of men who have to work on matter. Several local committees have been appointed to co-operate with the Science and Art Department in promoting scientific instruction in Scotland.—*Am. Monthly*.

ONE of the finest mathematicians in the world, who has greatly reduced and simplified astronomical calculations, is Ramsammie, of Delhi, (Hindostan) and at Benares (India), is a college which, perhaps, has no superior in the teaching of languages. All the modern languages in general use—Sanscrit, Greek, and Hebrew—are taught by professors of great learning and marvelous skill. An informant has heard a native speak English and French with such ease and fluency that, had he not seen his face, he would have at once taken him to be an American. One would be surprised to see the extent and value of libraries owned by Brahmins and Parsees.

NEW JERSEY.—The last Legislature, by concurrent resolution, appointed a commission consisting of seven persons, to examine the present educational system of the State, and prepare a bill embodying proposed improvements. This work has been done, and the bill submitted codifies existing laws and provides for the establishment of high schools, for State scholarships, a State Board of Education, and for inspectors of schools—one for each Congressional district, at a salary of $2,000 each,—an intermediate officer between the State superintendent and the County superintendents, who are to be appointed by the State Board. The bill adds $5,000 to the appropriation for the State Normal School.

EDUCATION IN CANADA.—The educational report of the Chief Superintendent of the province of Ontario (Canada) furnishes the following: The whole number of pupils, in the public schools, was 442,518—an increase of 10,083. The total receipts for common-school purposes, for 1870, were $1,944,364. 5,515 teachers were employed—2,753 male, 2,412 female. The highest salary paid to a teacher, in a county, is $600—the lowest, $100; in a city, the highest, $1,000—the lowest, $250. This report covers the last year of the old *regime*, under which the schools might be *free*, or requiring payment of fees, as the local votes in school sections decide. At the present time, however, the public schools of the province of Ontario, by act of legislature, are free to all residents between the ages of five and twenty-one years. One normal school of over 200 pupils is sustained, and its services are found indispensable. Free public libraries have been organized, containing 239,062 books. Superannuated and worn-out teachers may be pensioned from a fund composed jointly of an annual appropriation of $4,000 from the legislature, and yearly subscriptions from such able bodied teachers as may in future desire to become recipients.

NORMAL SCHOOLS.—The Richmond, Va. *State Journal*, of March 6th, contains the following: "The bill introduced in the Senate to establish and maintain a State Normal School and to provide otherwise for the training of teachers for the

public schools of Virginia, is one which we are more than glad to see. It is a step in the right direction, and one taken not a moment in advance of the needs and demands of the people. We shall take occasion soon, to speak of this normal school plan, and of its many and great advantages over any other system of practical education in connection with our public school system. A public school system once adopted in the State, makes a normal school an essential feature of it at once. It is so regarded everywhere. The two go together as simultaneous features in public education."

ALABAMA.—The reports from Alabama indicate a very satisfactory progress in the cause of popular education. If the teaching is as successful as the general management, there is but little left to be desired. During the scholastic year of 1871, the cost of administering the department of education has been less than for the year 1870, by $42,535; while there has been a corresponding increase in the number of pupils and the length of the school term. In 1870 the average number of pupils was 52,060. The number in 1871 was 107,666—an increase of over one hundred per cent. The average length of the school term in 1870 was two months and nine days; while in 1871 it increased over thirty five per cent. The result is that the school fund of Alabama, in proportion to its amount and the population of the State, has taught more children, and for a longer time, than that of any other State in the Union, with but two or three exceptions.—*University Monthly.*

THE NATIONAL EDUCATIONAL ASSOCIATION.

The next annual meeting of the National Educational Association will be held in the City of Boston, Massachusetts, on the sixth, seventh, and eighth days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments—Elementary, Normal, Superintendence, and Higher Education. The officers intrusted with the duty of making the arrangements, are making good progress, and a full announcement will be made at an early day. The programme of exercises will include several of the most important educational topics now receiving consideration. No labor will be spared necessary to make the meeting a success.

E. E. WHITE, *President*,
Columbus, Ohio.

S. H. WHITE, *Secretary*,
Peoria, Illinois.

BOOK TABLE.

MANUAL OF BIBLE SELECTIONS AND RESPONSIVE EXERCISES for Public and Private Schools of all Grades, Sabbath, Mission, and Reform Schools, and Family Worship. By Mrs. S. B. PERRY. Boston: Lee & Shepard. New York: Lee, Shepard & Dillingham. 1871.

This book shows the skill of the practical teacher, the judgment of a cultivated intellect, and the impress of a sweet religious spirit. No one who believes the Bible can fail to be charmed with it; and, wherever the Bible is used in the worship of God, this selection will be welcome. We have already put it to use. We

thank our friends Libby & Swett, the enterprising booksellers of this city, for a copy.

THE COMPREHENSIVE SPEAKER. Designed for the Use of Schools, Academies, Lyceums, etc. Carefully selected from the best Authors; with Notes. By HENRY T. COATES. Philadelphia: Porter & Coates, 822 Chestnut Street.

This compilation is marked by newness, variety, and excellent taste. It contains nearly 700 pages, and there is not a selection in it that is objectionable on the score of coarseness or immorality. It is a good book for the school-room, family circle, or library. It will be a delight to the sprightly and aspiring schoolboy, while the mature scholar will be refreshed by such a collection of the purest gems of eloquence, wit, and poetry. From A. Roman & Co. San Francisco.

TOWNSEND'S PATENT FOLDING GLOBE.
TOWNSEND'S FOLDING GLOBE LESSONS. Designed especially for Family Instruction and the Use of Classes in Schools. DENNIS TOWNSEND: Felchville, Windsor County, Vermont. 1870.

The only satisfactory introduction to the study of Geography is to be obtained by the use of globes, and yet their expensiveness has hitherto prevented their general use in our schools. A cheap globe has long been a *desideratum* among educators. In this Folding Globe Mr. Townsend has supplied the long-felt want in a manner that entitles him to commendation and thanks. Dr. Angell, President of the University of Vermont, thinks it "is not in any respect inferior in practical value to globes of the old sort costing several times as much." The *ingeniousness* of the arrangement is wonderful. The inventor is a California teacher, residing at Fiddletown, Amador County, hailing originally from the land of sharp intellects, thorough schoolmasters, and green mountains—old Vermont. We again take occasion to call favorable attention to this Globe. Mr. Townsend's address is, "Fiddletown, Amador County."

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CALIFORNIA
STATE NORMAL SCHOOL.

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——— ———.....Assistant

COURSE OF STUDY.

To secure admission into the Junior Class, applicants must pass a satisfactory examination before the Board of Examination in the county in which they reside, on the following subjects, viz.:

Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

JUNIOR CLASS—*First Session.*

**Arithmetic*—Robinson's Higher.
**English Grammar*—Brown's.
**Geography*—Monteith's.
**Reading*—McGuffey's 5th Reader.
**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.

er ises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

CALENDAR FOR 1871–72.

First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

For additional particulars, address

REV. W. T. LUCKY, A. M., PRINCIPAL, San Jose.

March 25th, 1871.

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THE

CALIFORNIA TEACHER.

JUNE, 1872.

Vol. IX. SAN FRANCISCO. No. 12.

EARTHQUAKES—No. 2.

BY PROFESSOR JOSEPH LE CONTE.

In our last article we attempted to show that, whatever be the *ultimate* cause of earthquakes; whether it be a subterranean explosion, as some think, or a sudden rupture of the crust under accumulating forces elevating or depressing certain portions, as is more probable, or whether it be sometimes the one and sometimes the other; the *immediate cause* of the observed effects is the arrival of a series of earth waves which, commencing at the point of origin (*focus*), travels outward in every direction until it reaches and spreads on the surface. The discussion of earthquake phenomena, therefore, is nothing more than the discussion of such waves under such conditions. A clear understanding of the subject, therefore, requires a preliminary understanding of the laws of wave motion. We shall not attempt any thorough scientific explanation of these laws, but will only call to mind several familiar facts, a knowledge of which is absolutely necessary to any definite conception of the nature of earthquake motion.

1. If a stone falls on the *surface* of still water, a series of circular water-waves run from the point of origin in every direction becoming lower and lower as the distance increases until they become insensible. Observe: these waves are *circular* in form, they run in every direction, *i. e.*, the *direction* of travel or *transmission* (*wave-path*) is the *radius of the circle;* but the motion of each particle, as the wave passes, is *up and down, i. e.*, the direction of oscillation is *transverse* to the direction of transmission. Such a surface water-wave is propagated not by *elasticity*,

but by *gravity*—the *falling* of the water in one place raises it beyond. The *velocity* of such a wave of gravity depends, not on the height of the wave but, purely on the breadth at the base (*wave-length*). In the same wave, although the height constantly diminishes, the wave-length remains the same and therefore the *velocity is uniform*.

2. If, next, an explosion occurs *within* a medium (as for example the air) here, also, we have a series of waves formed, but of an entirely different character from the last. Sound waves may be taken as the type of this class. The concussion compresses the medium all around making a *condensed spherical shell*. This compressed shell expanding by its *elasticity* compresses the shell outside of itself, while itself passes into a condition of rarefaction. The compressed shell thus formed in its turn expands and compresses a larger shell on the outside, itself becoming rarefied in the act and so on. Thus a *single wave* of this kind would be an enlarging compressed shell followed closely by a rarefied shell, the degree of compression and rarefaction becoming less and less as the size of the sphere or distance from the point of origin increases. But in every such case of explosion there is a *series of such waves* formed: therefore a mass of air or any other medium, agitated by such waves, consists of a series of alternately condensed and rarefied shells, concentric like the coats of an onion; every shell enlarging with great rapidity. Now observe: the *form* of the waves in this case is *spherical;* the *direction* of travel or *transmission* (*wave-path*) is the *radius of the sphere*, the direction of motion of each particle, as the wave passes over it, is back and forth along the radius of the sphere, *i. e.* the direction of oscillation is *longitudinal* instead of transverse, the propagating or traveling or locomotive *force* is not gravity but *elasticity*. The *velocity* of such elastic waves does not depend on the height of the wave (amount of oscillation) nor on the length of the wave (distance between successive shells) but only on the elasticity of the medium. All waves, high or low, long or short, move naturally with the same velocity in the same medium. In a musical band playing at a distance, the *grave* notes of the ophicleide and bassoon (long waves) and the *piercing* notes of the fife (short waves), the *loud* notes of the bugle (high waves) and the *soft* breathings of the flute (low waves) travel with the same velocity and therefore reach the ear in perfect harmony.

Thus there are two very distinct kinds of waves, viz: *circular waves of gravity*, of which ordinary water-waves are the type, and *spherical elastic waves*, of which sound-waves are the type. We will have much to say of both of these in explaining the phenomena of earthquakes.

Suppose, then, a concussion, no matter how produced, occurs at any

depth, say ten or twenty miles below the surface of the earth. A series of elastic spherical waves will be generated, precisely like sound waves, consisting of concentric shells of compressed and rarefied earth or rock, expanding rapidly until they reach the surface. From this *point of first emergence* immediately above the *focus*, the still enlarging spherical shells would outcrop in rapidly expanding *circles*, forming a series of circular surface waves *similar* in *appearance* to circular water-waves, but *different* in all *essential characters*. They are not true surface waves, but only the circular outcrops on the earth surface, of the spherical elastic wave. Their *direction of oscillation* is not everywhere transverse like water-waves, but is everywhere in the direction of the radius of the sphere, *i. e.*, always in the line joining the point of observation and the *focus*. It is therefore *perpendicular* at the point of *first emergence* and becomes more and more inclined as the wave passes further until it finally becomes sensibly *horizontal*. The amount of oscillation or earth motion (wave height) will as in all waves, of course, become less and less until it finally becomes insensible.

Upon the supposition that earthquakes are really produced by the emergence and spread of a series of elastic earth-waves, Mallet undertook to determine the velocity of such waves. He took two stations a mile or more apart; at one he buried a keg of gunpowder to produce the concussion, at the other he established an observatory with appropriate means to determine the moment of arrival of the shock of earth tremor produced by the concussion. The two stations were connected by telegraph. The moment of explosion was telegraphed and the moment of arrival was observed. The difference gave the *time of transit*, from which, knowing the distance, the velocity of transit was easily calculated. From a series of experiments of this kind in all kinds of rocks, Mallet found the velocity of such an earth tremor to be *in sand* 825 feet per second or about $9\frac{1}{2}$ miles per minute; in *slate rock* 1225 feet per second, or 14 miles per minute; in *granite* 1665 per second, or 19 miles per minute. The average was about 14 miles per minute. As the focus of earthquakes is always several miles below the surface, and as the rocks at a great depth are probably at least as hard as granite—19 or 20 miles per minute may be taken as a fair average of the velocity of an elastic earth-wave as determined by these experiments. This agrees well with the observed velocity of many earthquake waves.

Such, then, are the effects which a powerful concussion within the earth must produce. Let us now apply this idea to the explanation of earthquake phenomena.

Earthquakes have been divided into three principal kinds, viz: the *explosive*, the *horizontally progressive*, and the *vorticose*. The first kind is described by Humboldt as a violent motion directly upwards like the explosion of a mine, by which the crust of the earth is broken up and bodies on the surface are thrown up into the air. The shock is extremely violent but does not extend very far. In the second kind the shock spreads on the surface like waves on water, to a very great distance. In the third there is a whirling or vorticose motion of the earth, entirely different from ordinary wave motion. These three kinds are often regarded as essentially distinct and possibly produced by different causes; but we will attempt to show that the difference in the phenomena is the result of the different *conditions* under which the earth-waves emerge on the surface. The three kinds are in fact often united in the same earthquake.

The best example of the explosive kind is the great earthquake of Riobamba, which occurred in 1797. In this case the nature of the shock was precisely as if a fearful explosion had occurred directly beneath the fated town. The earth was not only broken up and fissured in many places, but what was most characteristic, bodies lying on the surface among which were bodies of men, were actually thrown upward two hundred feet in the air, and were afterwards found on the top of a hill on the other side of the river. We account for such effects by supposing a *concussion* (possibly in this case a gaseous explosion) *not far beneath the surface* and *directly under Riobamba*. The *upward* motion of the shock is thus easily accounted for. The *violence* of the motion is accounted for by the *nearness to the focus*. The area sensibly affected will depend on the greatness of the original impulse, but the violence at the point of first emergence will depend also and principally on the nearness to the focus. Where the violence is very great and yet the area affected not extensive (as in this case) we must suppose a concussion remarkable not so much for its greatness as for its nearness to the surface.

The horizontally progressive earthquake may be regarded as the true type of an earthquake. A concussion occurs deep beneath the surface. A succession of spherical elastic earth-waves is generated. The enlarging spheres outcrop on the surface first immediately over the focus. From this point of first emergence the still rapidly enlarging spheres outcrop in rapidly enlarging circles or ellipsis on the surface. If the elasticity of the earth and therefore the velocity of the waves, is equal in all directions the surface wave will spread in concentric *circles;* but if the elasticity of the earth and therefore the velocity of the waves is

greater in one direction than another—for example greater north and south than east and west—the form of the outcrops will be elliptical. In some rare cases the shock seems to *run along a line*. Thus progressive earthquakes have been subdivided into *circular*, *elliptic*, and *linear* progressive. We have already given the simple explanation of the circular and elliptic; the *linear* we now proceed to explain.

Let it be borne in mind then: 1st. That these linear earthquakes usually occur along mountain chains. 2d. That mountain chains generally consist of a *granite axis* (appearing along the crest and extending downwards and evidently connected with the great interior rocky mass of the earth) overlayed and flanked on either side with *stratified rocks*. 3d. When elastic waves *of any kind* pass from one medium to another of different elasticity; in all cases a part of the waves pass through and a part is *reflected back*. For every such change of medium a reflection occurs; so that if there be many such surfaces of change the *transmitted waves are quickly quenched*. For example: while sitting in a room with closed doors sounds occurring out of doors are heard *indistinctly*, because a part is reflected from the walls outside and only a part passes through the walls and reaches us. If the wall be double, triple or quadruple, less and less sound will pass through. So, also, light striking on glass, part is reflected and part is transmitted. We see the glass by reflected light; we see objects on the other side by transmitted light. Now by increasing the number of layers of glass, more and more light is reflected and less and less is transmitted until finally the whole is reflected and the medium becomes *opaque white*. This is the *cause of all whiteness*. Ice is *transparent*, ice powder or snow is *opaque white*: glass is transparent, glass powder is white: quartz is transparent, sand is white. So in all cases, white substances are made up of small transparent particles. The number of reflecting surfaces quickly quenches the transmitted light and turns it all back by reflection.

Now suppose a concussion or earthquake focus just beneath the granite axis of a mountain chain. The waves produced would be transmitted and emerge unobstructed along the granite axis, but attempting to go outward to reach the surface on each side of the chain, would suffer more or less reflection at the surface of each stratum and thus may be so far quenched before reaching the surface as to be insensible. To use the language of light: the granite is transparent to earthquake waves while the stratified rock is more or less opaque. Thus the shock seems to run, from the point of first emergence, only along the mountain chain in both directions.

The velocity of earthquake waves as observed in many cases of severe

earthquake, is about 20 miles per minute. This accords well with the results of Mallet's experiments in granite. In some earthquakes the velocity has been found only 12 to 15 miles (Mallet's Results in Slate) and some as high as 30 to 35 miles. In no *great* earthquake has the velocity been found greater than the last mentioned. In some *slight* shocks, however, occurring recently in New England, the velocity as determined by telegraph is estimated as high as 140 miles! per minute or over 12,000 feet per second.

This amazing difference is certainly remarkable and unexpected. But I believe it may be fully explained as follows: We have already said that in the same medium all elastic waves ought to run with the same velocity. This is in fact true with all media which transmit waves without rupture. But *the coherence of the earth and the rocks is so feeble* that the violent motion produced by heavy earth-waves shatters the transmitting medium and destroys or greatly impairs its elasticity. Thus in Mallet's experiments the velocity of the earth-jar was far less than the velocity of sound in the same medium. The velocity of the earth tremor in granite was 1665 feet per second while that of sound in granite is probably not less than 12,000 feet. The reason is this: the small sound-waves pass without rupturing the continuity of the medium, while the greater earth tremors produce such rupture. It is probable that feeble earth tremors may be transmitted with a velocity equal to sound. This seems to have been the case in the New England observations; for 140 miles per minute is probably about the velocity of sound through granite.

There is another cause of the very great velocity of the surface wave of deep-seated earthquakes. It is that in these cases the velocity of outcrop (and this is the velocity observed) is far greater than the actual velocity of the spherical wave in the direction of its radius. This point cannot be made clear except by figures. I leave it therefore for the reflection of those readers who feel a special interest in this subject.

In vorticose earthquakes, the earth is *whirled or twisted* round and back; or sometimes ruptured and left in a twisted condition. The most conspicuous examples of this kind of motion were observed in the earthquakes of Riobamba and especially in the great Calabrian earthquake of 1783. In the Calabrian earthquake *the blocks of stone forming obelisks were twisted one on another;* the earth was broken and twisted, so that straight rows of trees were left in *interrupted zig-zags*. Phenomena similar to some of these were also observed in the California earthquake of 1868. Chimney tops were separated at their junction with roofs and twisted around without overthrow; wardrobes and

bureaus turned about at right angles to the wall or even with their faces to the wall.

Some of these effects, such as the twisting of obelisks and chimney-tops or the turning of wardrobes, etc., as Lyell has shown, may be explained without supposing any twisting motion of the earth at all, or any other than the backward and forward motion common to all earthquakes. Thus, if we place one brick on another and shake them back and forth holding only the lower one; they are almost certain to be left slightly twisted one on the other. The reason is that the adhesion or friction between the bricks is almost certain to be greater toward one end than the other—the center of friction does not coincide with the center of gravity of the upper mass. This is the probable explanation of twisted obelisk stones, chimney tops, etc. The vorticose motion in such cases is probably not real but *only apparent.*

But there are other cases of undoubted *real* vorticose motion; as for example straight rows of trees changed into interrupted zig-zags. All such cases of *real twisting* are probably explicable on the principle of *concurrence and interference of waves.* It is impossible to make this point entirely clear without diagrams. Suffice to say, in the way of general explanation, that if two series of *light waves* meet and cross each other we have points of concurrence and points of interference—points of intense light and points of darkness: if two series of *water-waves* meet and cross each other we have violent agitation of the water surface or what is called chopped sea—points of high crests and deep troughs and points of ordinary level in close proximity. Now, the same is true of all waves. If two systems of earth-waves meet and cross each other we ought to expect analogous results—the ground will be thrown into violent agitation; points in close proximity violently moved in opposite directions (twisting). If these twistings are sufficient to rupture the earth, of course, restoration is not made by counter twistings and the earth is left, therefore, in a twisted or displaced condition. As to the causes of concurrence and interference, they may be various; sometimes difference in the velocity of waves already explained; sometimes refraction and especially *reflection of waves.* For example: it is well known that the most violent effects of earthquakes, especially this twisting of the earth, occur often near the juncture of the softer strata of the plains with the harder and more elastic strata of the mountains. In such cases it seems probable that this violent and irregular motion is the result of two systems of earth-waves moving in opposite directions, one advancing towards, and one reflected from the mountain chain, meeting and crossing each other.

In our next we will take up and endeavor to explain certain of the *minor* phenomena of earthquakes, and then the use of Seismometers in the investigation of earthquakes.

THE BEAUTIES OF BLUNDERING.

ANYBODY who thinks from the title of this article that we are about engaging in a patriotic work by defending Irish bulls, is mistaken. For that matter, Irish bulls do not need any defense. The construction of a bull that will create a good *roar* is an intellectual feat of no inconsiderable magnitude, and, for our own part, we are as proud of our bulls as we are of our linen and our fish-hooks. If the American people only knew the number of hours their hired girls and coachmen of Irish importation lay awake at night to prepare the stultifications that create so much merriment, they would give Pat and Bridget credit for an industry not usually considered as belonging to the race.

No, we are thinking of considering the blundering answers of school-children in recitations and examinations, in a light more favorable than that in which they are generally reviewed. We were inclined to be envious upon reading the replies of those Utopian children in their exercises in language, as reported in the *Schoolmaster* from time to time, and were disposed to wonder why, in the name of St. Dennis of France, children do not answer us in the same correct, elegant and satisfactory manner!

In connection with tenth grade oral instruction, we ask a child where his bread and butter goes when it is swallowed, and he answers with the gravity of a professor:

"Into my lungs!"

"Draw in your breath," we say. He does so.

"Into what does your breath go?"

"Into my stomach!"

"What is moving all around through your body?"

"Bones!"

"What is on your bones?"

"My clothes!"

"What holds your body up?"

"My legs!"

"No, no; what makes your body strong?"

"My skin!"

This without any intention of punning on the word *strong*.

Failing in physiology, we turn to zoology.

"Name a domestic animal."

"Man," cries the child, confidently, without ever thinking of the husbands of strong minded women.

"Very well," we say; "now name an animal that lives with man."

"A woman!"

After an exercise of ingenuity sufficient to bring on an attack of brain fever, we get around the woman and reach a more interesting subject—the horse.

"How can a horse move?" we ask, expecting to hear of walking, trotting, pacing, swimming, galloping, racking and cantering. The answer is as true as beautiful, and as beautiful as true:

"On his legs!"

"Where do the little chickens come from?"

"From the big ones!"

"And where do the big ones come from?"

"From the little ones!" and the subject of incubation is brought to an awkward conclusion.

So dogs fight with their horns and cows with their teeth. "The Ohio is a tributary of the Mississippi," and three species of fish are "white fish, cod fish, and fresh fish." "Pizarro discovered the Pacific ocean, and cried 'Owannux,' when he saw it," and the most remarkable event in the life of Edward Everett is that "he wrote for the *New York Ledger*." A little chap knows what a hill is—"there is one at Randolph street bridge," and the form of government that is illustrated in his school-room is "an absolute monarchy."

The above are all true, as specimens of many answers we receive. What of it? Fools turn up their eyes and deplore the wretchedness of our methods of instruction in modern times, and the procrustean graded course, and the frantic efforts we are making, by means of an atrocious cramming process, to gorge the sickly intellects of our puny, pitiable, put-upon pueriles, with indigestible masses of ill-assorted facts and crude information, till their cramped, creaking, crazy craniums crack! Sensible people, however, remember that to blunder is human and to whine hound-like, and say: "Go ahead, youngsters! You may not find phlogiston or the philosopher's stone, but you'll come upon something if you keep on trying. We laugh at your mistakes now, but, by and by, if you continue thinking and studying and watching and blundering and trying it over, you will have an opportunity to laugh at us."

An exercise in school without a blunder is open to suspicions; it is unnatural; it is humbug. The story of the boy who believed in Louis

Napoleon because the boy who believed in the catholic church was absent, is old, so we shall not tell it. But in a class for the study of German, we remember an incident very much to the point. The names were arranged alphabetically and their owners called upon to recite invariably in order. To construe one's own sentence in each exercise became an easy task, and the unsuspecting professor was lavish in his commendations. At length, a student was absent from the class, the absence was overlooked by the others, the wheels of the recitation had slipped a cog, and the jar of the machine was tremendous. "So, so," cried the professor, placing his forefinger along his nose, "young shintlemen, I schmells a rat!"

At a public examination lately the question was: "In what book?" The answer flashed out prematurely: "In the Bible." Then the question was completed, running as follows: "In what book are the Pharisees mentioned!" There was a mightily odorous rat in that quarter. Before any "put-up jobs," any wooden-nutmeg work, give us one grain of honest wheat, though it be hidden in a barnful of blundering chaff. Time will blow the chaff away; but neither time nor eternity will change the falsity of the wooden nutmeg.

Shall we be discouraged by the blunders our pupils make? By no means. Their mistakes form the scrap-heap of our intellectual workshop, and the rolling-mill that turns out thousands of tons of the manufactured article must have a larger scrap-heap than the one that turns out but hundreds of tons. And, as the rubbish of the shop is used, so errors can be utilized. Children learn more by what they miss than by what they answer correctly, and whenever the answer is highly ridiculous, you will find that the absurdity commenced in the question. The most amusing mistakes are those which are made by answering the question literally, and such an answer is a good sign in the pupils, and it serves the teacher right.

The mistakes of pupils do not prove inefficiency in the teacher. Better try, and get terms misplaced than not try at all. Could we put mind into a lathe, then we might turn out jobs of work of unfailing uniformity. But mind is unreliable—immature minds, very unreliable. And why, of all professions, should absolute perfection be demanded in the work of a teacher?

We teach primary children more than Socrates knew, and our grammar pupils forget more than Plato ever learned; yet, if the little ones fail in a point of international law, or political economy, or the philosophy of history, all the little curs of the press, and the big growlers of the pulpit, are barking at our heels. What has the world done for the

schoolmaster that he should be called upon to give to the human mind what Deity himself refused to impart? To condemn the teacher for unavoidable errors in his pupils, is as unreasonable as it would be to denounce Christianity for the falsehood and immorality in the world which it is the constant aim of Christianity to remove. Religion does much, but it cannot do everything. Teaching does much, but it cannot do everything.

Let correct answers live; let wrong answers turn suicides and kill off and correct themselves, and when you are growing irritable over the mistakes of some blundering youth, *put yourself in his place.—J. Mahony, in Chicago Schoolmaster.*

A DAY AT RUGBY.

No one can have read the "Life of Dr. Arnold," or "Tom Brown's School Days"—no one, at least, whose memory holds in affectionate remembrance his own school-days, no one who has any sympathy with boyhood, with the sports and the trials and the pleasures of youth—no such person can have read these books without a longing to have a peep at the old school at Rugby.

So, availing myself of pleasant companionship and the opportunity of having a good introduction, I took the train, one pleasant October morning, from Leamington to Rugby, arriving after a pleasant hour's ride through the beautiful region that lay between, that gave us glimpses —fleeting, to be sure—of pretty hamlets half hidden in the trees, of green fields cropped by flocks of sheep, of broad parks studded with noble oaks and elms, big enough almost to shade their whole extent, varied with an occasional dissolving view of a railway-station, as we whirled through it with a rush and a scream, at last bringing up at the end of our ride in the station which some years ago became famous to the world from having its shortcomings disclosed in Dickens' story of "Mugby Junction."

We walked off at a good pace through the narrow, paved streets of the little town, which were quiet enough, spying here and there a book-store, or some such indication of a town whose main interest is connected with education, and stopping to look at the photographs of the buildings and the masters of the school or at the last number of the newspaper conducted by the boys, hung in the shop-windows, or (it was just out) in the hands of some boy, the centre of a group, listening

eagerly to the account given of some important match, read aloud from its columns by the holder. At last, at the head of the street, we saw the school-gates, with the oriel windows above; and, like Tom Brown, we "saw the boys standing there, looking as if the town belonged to them," but who, nevertheless, politely informed us how to find our way to the residence of the master, who received us in the most cordial manner.

Under his guidance we passed through the great gates into the quadrangle, into the school-house hall, famous in "Tom Brown," with the tablets in its walls bearing the names of those who had won the highest honors of Rugby. "There are no very great names there," said our guide, modestly, for his own name was among them; but we saw enough names of those who have done honor to their *alma mater* in the world of letters, on the battle-field, and in the council-halls of the nation. There were enough names for old Rugby to be proud of. Then we passed into the school-rooms—plain, homely apartments, as all school-rooms are—and looked into one of the little studies—perhaps it was Harry East's own room—into which Tom Brown was introduced on his arrival. The description answers well to what we saw: "It wasn't very large, certainly, being about six feet long by four broad. It couldn't be called light, as there were bars and a grating to the window, which little precautions were necessary in the studies on the ground-floor, looking out into the close, to prevent the exit of small boys after locking-up, and the entrance of contraband articles. But it was uncommonly comfortable to look at, Tom thought. The space under the window at the farther end was occupied by a square table, covered with a reasonably clean and whole red-and-blue-check table-cloth; a hard-seated sofa, covered with red stuff, occupied one side, running up to the end, and making a seat for one, or, by sitting close, for two, at the table; and a good, stout wooden chair afforded a seat to another boy, so that three could sit and work together. The walls were wainscoated half-way up, the wainscoat being covered with green baize, the remainder with a bright-patterned paper, on which hung three or four prints of dogs'-heads; Grimaldi winning the Aylesbury steeple-chase; Amy Robsart, the reigning Waverley beauty of the day; and Tom Crib, in a posture of defense which did no credit to the science of that hero, if truly represented. Over the door was a row of hat-pegs, and on each side book-cases with cupboards at the bottom; shelves and cupboards being filled indiscriminately with school-books, a cup or two, a mouse-trap and brass candlesticks, leather straps, a fustian bag, and some curious-looking articles, which puzzled Tom not a little, until his friend

explained that they were climbing-irons, and showed their use. A cricket-bat and small fishing-rod stood up in one corner."

Then we peeped into the kitchen and chemical lecture-rooms, with their usual apparatus of pots and kettles, glass tubes and retorts; and so through other rooms of one sort and another, out into the "close."

As on the day when Tom came to Rugby, so when we were there, there was a foot-ball match of some moment in progress, and the play-ground was all alive with the white-trousered boys of all sizes and ages, up to well-grown youths of nineteen, valorously contending for victory. The ball was in the center of a struggling crowd, all shoulder to shoulder, and working away manfully. Tom Brown's boys seemed to be all there, "Old Brooke," "Crab Jones," and all, they or their heirs—the latter most likely, for it is many a day since Tom was there, and his generation has passed away, as have those with whom I kicked foot-ball on the Delta at Cambridge. Some of *those* boys have since then worn the silver stars on their shoulders in hard-fought battles; some sit on benches in courts, dispensing justice; one of them has been for years the head of the university, and others have shed their light, each in his way. Boys turn out much the same on both sides of the Atlantic, and, while our Cambridge boys have been climbing in this manner, Tom Brown has got into Parliament.

We did not wait to see the end of the game, but walked on through the old trees, the Fives Court at the farther end. This game is unknown in America; so we watched it for a while, as the players in a great building with solid walls, knocked a hard wooden ball about from side to side. On the farther side of the ground were some new Fives Courts, built in imitation of the place at Oxford, where it is played against a certain buttress, which is here reproduced in *fac similes*, so that the noble game can be played in precisely the same manner at Rugby as at Oxford. And so, round the great play-ground, we came back to the school-buildings again, and went into the chapel.

The chapel was empty, for the boys were all at play; but we saw the "oak pulpit, standing out by itself above the school-seats," and could almost in imagination see there the tall, gallant form and kindling eye, could almost hear the echoes of "the voice, now soft as the low notes of a flute, now clear and stirring as the call of a light-infantry bugle—of him who stood there, Sunday after Sunday, witnessing and pleading for his Lord, the King of righteousness and love and glory, with whose spirit he was filled, and in whose power he spoke." But we heard these echoes and saw this form only in imagination, for the chapel was deserted, the arches echoed only our own footsteps and voices, and

pulpit and seats were alike vacant. We looked round upon the painted memorial windows, and upon the marble monuments of the chapel, and paused reverently before the altar, beneath which lies the body of the beloved Arnold.

Going out, we saw on the way the plain desk and chair in which he had sat, which is treasured as a priceless relic of the great and good man who made Rugby so dear in the memories of hundreds and thousands of English boys.

Then, after a pleasant chat with our host and other Rugby masters—so like the talks we often hear in our Cambridge—of college events and topics, our host guided us on our way to the station, where we took leave of him, little thinking that we should so soon learn of his death, cut off in the midst of his useful and honorable career by disease occasioned by too severe devotion to the duties of his calling. We cannot soon forget his cordial greeting or the kindly attentions which made to us so memorable that day at Rugby.—*Henry Ware, in Appleton's Journal.*

THE AMERICAN SYSTEM OF PUBLIC INSTRUCTION.

[Some time since we referred briefly, in our editorial columns, to the fact that France had sent a committee of savans to the United States, for the purpose of making inquiry into our system of education. Recently a similar application has been made by the Japanese Minister at Washington, in behalf of the Empire of Japan. In response to this request, a summary of the principles underlying our system of popular education was prepared, and subsequently submitted for approval or correction, to various gentlemen concerned in the administration of school systems, to the Presidents of leading Colleges, and to the exponents of various religious bodies. The annexed brief statement of principles is thus lifted above the form of an individual expression of opinion.—*University Monthly.*]

I. EDUCATION UNIVERSAL.—The American people maintain in every State a system of education which begins with the infant or primary school and goes on to the Grammar and High Schools. These are called "Public Schools," and are supported chiefly by voluntary taxation, and partly by the income of funds derived from the sale of Government lands, or from the gifts of individuals.

II. PUBLIC SCHOOLS HAVE BEEN TRIED FOR 250 YEARS.—Their estimate of the value of education is based upon an experience of nearly two centuries and a half, from the earliest settlement of New England, when public schools, high schools, and colleges were established in a region which was then almost a wilderness. The general principles then recognized are still approved in the older portions of the country,

and are adopted in every new State and Territory which enters the Union.

III. The well-known Advantages of Education.—It is universally conceded that a good system of education fosters virtue, truth, submission to authority, enterprise, and thrift, and thereby promotes national prosperity and power: on the other hand, that ignorance tends to laziness, poverty, vice, crime, riot, and consequently to national weakness.

IV. State Action Indispensable.—Universal education cannot be secured without aid from the public authorities; or, in other words, the State, for its own protection and progress, should see that public schools are established in which at least the rudiments of an education may be acquired by every boy and girl.

V. The Schools are Free, are open to all, and give Moral, not Sectarian Lessons.—The schools thus carried on by the public for the public are (*a*) free from charges for tuition; (*b*) they are open to children from all classes in society; and (*c*) no attempt is authorized to teach in them the peculiar doctrines of any religious body, while (*d*) the universal virtues, truth, obedience, industry, reverence, patriotism, and unselfishness, are constantly inculcated.

VI. Private Schools allowed and protected by Law.—While Public Schools are established everywhere, the Government allows the largest liberty to Private Schools. Individuals, societies, and churches are free to open schools and receive freely any who will come to them, and, in the exercise of this right, they are assured of the most sacred protection of the laws.

VII. Special Schools for Special Cases.—Special schools for special cases are often provided, particularly in the large towns; for example, Evening Schools for those who are at work by the day; Truant Schools for unruly and irregular children; Normal Schools for training the local teachers; High Schools for advanced instruction; Drawing Schools for mechanics, and Industrial Schools for giving the elements of useful trades.

VIII. Local Responsibility under State Supervision.—In school matters, as in other public business, the responsibilities are distributed, and are brought as much as possible to the people. The Federal Government being a Union of many States, leaves to them the control of public instruction. The several States mark out, each for itself, the general principles to be followed; subordinate districts or towns determine and carry out the details of the system.

IX. UNIVERSITIES AND COLLEGES ESSENTIAL.—Institutions of the highest class, such as universities, colleges, schools of science, etc., are, in a few of the States, maintained at the public expense; in most, they are supported by endowments, under the direction of private corporations, which are exempted from taxation. Consequently, where tuition is charged, the rate is always low. They are regarded as essential to the welfare of the land, and are everywhere protected and encouraged by favorable laws and charters.

GIVE ME THE GRATEFUL HEART.

BY VITAL E. BANGS.

Give gold to him whose sordid soul
  Chooses the baser part,
And power to him who seeks control—
  Give me the grateful heart
That ever signals love to mine;
  Then mine the best reward
That happiness can e'er design,
  Or this short life afford.

Give bread to him whose summer time
  Could bring nor bud nor flower,
O! let one gleam from a brighter clime
  Gladden his wintry hour.
But give to me the grateful heart
  That can affection prove;
My wants are of the spirit part—
  My labor's that of love.

I watch, I weep, that some may sleep
  In virtue's safe abode,
And I the burning taper keep,
  For those on wisdom's road
Who grope in search of greater light;
  To bless my solitude
I see in features young and bright
  Sweet smiles of gratitude.

These do not wholly compensate
  For vigils that I keep
When better fate does not await
  The ones for whom I weep;
Yet, next to Heaven's approving smile
  For duty humbly done,
I crave the smile that has no guile
  From youth and childhood won.

VENTILATION.

[The following lines appeared originally in the Detroit *Tribune*. Our readers will excuse the absence of correct orthography, and the imperfect poetic measure, in view of the earnestness of the writer in a humane cause. We hope that all concerned in school matters will read and profit.—Ed. Teacher.]

A APPEAL FOR ARE TO THE SEXTANT OF THE OLD BRICK MEETINOUSE.

By A Gasper.

O sextant of the meetinouse, wich sweeps
And dusts, or is supposed too! and makes fiers,
And lites the gass, and sumtimes leaves a screw loose,
in wich case it smells orful,—worse than lamp-ile;
And rings the Bel and toles it when men dies,
to the grief of survivin pardners, and sweeps pathes;
And for the servases gits $100 per annum,
Wich them that thinks deer, let em try it;
Getin up befoar star-lite in all weathers and
Kindlin fiers when the wether is as col l
As zero, and like as not grean wood for kindlers;
I wouldn't be hired to do it for no some—
But o sextant! there are 1 kommoddity
Which's more than gold, wich cost nothin,
Worth more than anything excep the Sole of Mann
I mean pewer Are, Sextant, I mean pewer Are!
O it is plenty out of dores, so plenty it doant no
What on airth to dew with itself, but flys about
Scaterin leavs and blowin of men's hat's;
In short, it's jest "free as are" out dores,
But o sextant of our church its scarce as piety,
scarce as bank bills wen agents beg for michunts.
but o sextant, u shet 500 men, wimmen and children,
Speshally the latter, up in a tite place,
Some has bad breths, none ain't 2 swete.
Some is fevery, some is crofilus, some has bad teeth,
And some haint none, and some aint over clean;
But every 1 on em breethes in & out and out and in,
Say 50 times a minit, or 1 million and a ½ breths an our;
Now how long will a church ful of are last at that rate,
I ask you, say 15 minits, and then wats to be did?
Why then they must brethe it all over agin,
And then agin, and so on, till each has took it down,
At least ten times. and let it out again, and wants more,
The same individible dont have the privilidge
of brethen his own are, and no one else;
Each one mus take whatever comes to him.
O sextant doant you know our lungs is belluses,
To blow the fier of life, and keep it from
goin out; and how can belluses blow without wind,

And aint wind ARE? I put it to your conscens.
Are is the same to us as milk to babies,
Or water is to fish, or pendlums to clox—
Or roots and airbs onto an Injin Doctor,
Or little pils onto an omepath.
Are is for us to brethe.
Wat signifies who preeches if i cant brethe?
Why sextant when we die
Its only coz we cant brethe no more—thats all.
And now o sextant, let me beg of you
2 let a little are into our church,
and dew it weak days and Sundays tew—
It aint much trouble—only makes a hole
And the are will come in of itself;
[It lovs to come in vare it can git warm;]
And o how it will rouse the people up
And speerit up the preecher, and stop garps,
And yawns and figgits as effectooal
As wind on the dry Boans the Prophit tells of.

OLD TEXTS AND NEW SETTINGS.

ON SOLON AND CRŒSUS.

I HAVE ever been of opinion, since I first read Fenelon's "Lives," that the anecdotes narrated of the Seven Sages do not always show these philosophers in their best light. Either their really good things have been lost, or else they never said any at all, and were mere humbugs and windbags; while the things actually recorded of them are always priggish and often ill-bred. Diogenes bidding Alexander stand out of his sunshine was simply a prig. Solon's behavior when, with a party of excursionists from Athens, he was taking over Crœsus's picture galleries and palace, was ill-bred as well as priggish: for instead of admiring the good fortune of the King, and being thankful at the sight of so much Art, he fell to groaning, and threw a damp over the spirits of the rest by firing off that celebrated aphorism of his, that no man was to be counted happy till he was dead.

The rest of the story we all know from dear old Lempriere, friend of our school days. For Crœsus some time after, having the audacity to defend himself against Cyrus, came to grief; and, in accordance with an interesting and humane custom of the period, was laid upon a pile of wood, with a view to assisting personally in a bonfire of rejoicing. While waiting for the torch to be applied, he cried out, mindful of the sage, "Oh, Solon, Solon!" Cyrus thinking, perhaps, that he wished to

ask a conundrum, got the story as I have told it. Thereupon he received Crœsus into favor, made his bonfire—so as not to disappoint the people—with a minister of state instead of the King, and they all lived happy ever after.

Of course, Solon *never said it*, nor did Crœsus tell the story to Cyrus; for if he had, the conqueror would instantly have ordered him back to his logs. It is the invention of some well-meaning Boswell, whose memory has grown shaky in his old age.

"Count no man happy till he dies." Then is there no happiness in the sunshine, because the rain follows; or in summer, because the winter is not far off; or in love, because passion dies out; or in friendship, because some friends are insincere; or in health and strength, because we are always liable to disease and weakness.

Happiness, on the contrary, lies in the actual present. If we enjoy, we are so far happy. It may be a fool's paradise, and very often is—resting on no solid basis, liable to be shattered and destroyed; but it is, nevertheless, while it lasts, a garden of delight. The wedding bells tinkle; Phyllis and Strephon come out from the porch into the sunshine and all the world is golden. Are we to count them unhappy because the day is inevitable when Strephon will swear at the cold mutton?

Or we are happy in memory. There are even days, single days, which throw a light and glory over the rest of life; there are seasons of such perfect happiness that no subsequent sorrow can efface their memory. It is a comfort and a joy to Heloise to think of the past, gone forever; it is a happiness for the solitary old man to live his days over again in memory. Crœsus was, of course, a great deal happier in captivity for the days of his splendor; and Dante was never more wrong than when he said that there is no greater misery in sorrow than to think of past joy.

Everybody knows that people who are poor, but have had losses, are very much happier than people who have always been poor. Misfortunes confer dignity on a whole family. Thus Mr. Solomon Pell prided himself on his wife's lofty connections, because her uncle failed for eight hundred pounds as a law stationer. Dethroned kings are a great deal happier than people who have never had the luck to wear a crown. We all know that it is better to have loved and lost, than never to have loved at all. And though the wisest will only set their hopes on things imperishable, we are not all in the front rank of wisdom; and while we continue to be men and women, we shall go on loving each other, and craving for the things that make life comfortable.

When I was a child, I used to have a tendency, and have still, in the same direction as Crœsus; that is, I used to desire things of a perishable and fleeting nature. My governess, whose bent was more toward the philosophy of Solon, was wont to impress upon me that I would be no happier if I had them. This was rubbish, and I knew it. I should have been a great deal jollier, had I had, in larger measure, the things that make a boy's life jolly—ponies, more country air, shorter sermons, and not so many of them, and more freedom of life.

Now we are grown up, it is just the same. Life is narrowed by lack of what Crœsus had. I want my Phyllis, and I dare say she wants me, whoever she is, the dear girl. I have not yet met with that appreciation of my genius which is necessary to my happiness. I want honor and dignity. If I had these things, I should be a great deal happier. If they were all to go away again I should still be happier than I am, because the sense of honor and self-esteem, which they confer, would not go away.

It is always a pity to destroy without building up; and therefore I beg to offer the following aphorisms as worthy the attention of my philosophic readers, in place of that of Solon the Prig. They are all good, solid maxims, quite new, and warranted to wear.

I esteem him the happiest who has the most of what I want.

Better a sunny summer and cold winter, than a cold summer and a warm winter.

Troubles always recur; joys never. Therefore, be as happy as you can while you may.

Pilgrims have to travel in all weathers. He is the happiest whose pilgrimage is performed with a warm wind and a summer sun, and in the time when the strawberries are ripe.

IF there is any time when a man must stand for himself and his manhood, and keep his hands and his heart pure, it is when things are going wrong against him. They will go that way only a little while. In the end everything will serve an honest man. Such is God's decree. All the universe is helping a man to be manly who will only help himself.

JOSH BILLINGS says that the difference between a blunder and a mistake is this: When a man puts down a bad umbrella and takes up a good one, he makes a mistake; but when he puts down a good one and takes up a bad one, he makes a blunder.

WONDERS OF THE LIGHTNING.

A FLASH of lightning rushes through space at such a rate that it might go from the earth to the moon in one second. Then what time is allowed a man's nerves to transmit to the brain the impression of a stroke of lightning? and what time has the brain to understand such a crash? Absolutely none! The flash occurs, and in silence and darkness a life is cut off. Experience bears out this deduction, for Professor Tyndall, in his "Fragments of Science," gives the following circumstance:

"On June 30th, 1788, a soldier in the neighborhood of Manheim, being overtaken by rain, placed himself under a tree, beneath which a woman had previously taken shelter. He looked upward to see whether the branches were thick enough to afford the required protection, and in doing so was struck by lightning and fell senseless to the earth. The woman at his side experienced the shock in her foot, but was not struck down. Some hours afterward the man revived, but remembers nothing about what occurred, save the fact of his looking up at the branches. This was his last act of consciousness, and he passed from the conscious to the unconscious without pain."

Professor Tyndall relates thus his own experience:

"Some time ago I happened to stand in the presence of a numerous audience with a battery of fifteen large Leyden jars charged beside me; through some awkwardness on my part, I touched a wire leading from the battery and the discharge went through my body. Life was absolutely blotted out for a very short sensible interval, without a trace of pain. In a second or so consciousness returned; I saw myself in the presence of the audience and apparatus, and by the help of these external appearances immediately concluded that I had received the battery discharges. The intellectual consciousness of my position was restored with exceeding rapidity; but not so the optical consciousness. To prevent the audience from being alarmed, I observed that it had often been my desire to receive accidentally such a shock, and that my wish had at length been fulfilled. But while making this remark, the appearance which my body presented to myself was that of a number of separate pieces. The arms, for example, were detached from the trunk and seemed suspended in the air. In fact, memory and the power of reasoning appeared to be complete long before the optic nerve was restored to healthy action. But what I wish chiefly to dwell upon here is the absolute painlessness of the shock; and there cannot be a doubt that to a person struck dead by lightning, the passage from life to death

occurs without consciousness being in the least degree implicated. It is an abrupt stoppage of sensation unaccompanied by a pang."—*Evening Post.*

MISCELLANY.

A STORY FOR THE TIMES.—There is a fable among the Hindoos that a thief, having been detected and condemned to die, happily hit upon an expedient which gave him hope of life. He sent for his jailor, and told him that he had a secret of great importance which he desired to impart to the king, and when that had been done he would be prepared to die. On receiving this piece of intelligence, the king ordered the culprit to be conducted to his presence, and demanded of him to know his secret. The thief replied that he knew the secret of causing trees to grow which should bear fruit of pure gold. The experiment might be easily tried, and his majesty would not lose the opportunity; so, accompanied by his prime minister, his courtiers and his chief priest, he went with the thief to a place selected near the city wall, where the latter performed a series of solemn incantations. This done, the condemned man produced a piece of gold and declared that if it should be planted it would produce a tree every branch of which would bear gold. "But," he added, "this must be put into the ground by a hand that has never been stained by a dishonest act. My hand is not clean, therefore I pass it to your Majesty." The king took the piece of gold, but hesitated. Finally he said, "I remember in my younger days that I often filched money from my father's treasury which was not mine. I have repented of the sin, but yet I hardly dare say my hand is clean. I pass it, therefore, to my prime minister. The latter, after a brief consideration, answered: "It were a pity to break the charm by a possible blunder. I receive taxes from the people; how can I be sure that I have remained perfectly honest? I must give it to the governor of our citadel." "No, no," cried the governor, drawing back. "Remember that I have the serving out of pay and provisions to the soldiers. Let the high priest plant it." And the priest said, "You forget; I have the collecting of tithes and disbursements for sacrifice." At length the thief exclaimed: "Your Majesty, I think it is better for society that all five of us should be hanged, since it appears that not an honest man can be found among us." In spite of the lamentable exposure, the king laughed; and so pleased was he with the thief's cunning expedient, that he granted him a pardon.

A GREEN COUNTY farmer recklessly publishes the following challenge: I will bet $12 25 that my hired man can take longer to go to the harvest field, get back to dinner quicker, eat more, do less, and bear down harder on the pannel of a fence, than any other hired man within fifteen miles of the flag-staff in Jefferson.

A WIDE-AWAKE minister, who found his congregation going to sleep, one Sunday, before he had fairly commenced, suddenly stopped and exclaimed: "Dear brethren, this isn't fair; it isn't giving a man half a chance. Wait till I get along a piece, and then if I ain't worth listening to, go to sleep; but don't before I get commenced; give a man a chance."

AS A WIFE was holding her husband's aching head in her hands one morning, she asked: "Are a man and his wife one?" "I suppose so," said the husband. "Then," rejoined the wife, "I came home drunk last night, and ought to be ashamed of myself."

IF you desire the happiness of your child, teach obedience and self restraint.

A GOOD story is told of Dr. O. W. Holmes, who, having been called upon and considerably bored by a man who had devoted himself to public lectures in New England, without much ability for doing so, inquired of him: "What are you about at this particular time?" The answer was: "Lecturing, as usual. I hold forth this evening at Roxbury." The professor, clapping his hands, exclaimed: "I am glad of it! I never liked those Roxbury people!"

THE slumbers of an Irish gentleman being disturbed by another gentleman who had come to administer a horse-whipping, asked him whether he meant to be so unmanly as to flog him while in bed. "Certainly not," was the visitor's reply. "Well, then," rejoined the other, quietly rolling himself up very snugly in the bed-clothes, "you may wait as long as you please, but hang me if I'll get up while you're in the house."

JOSH BILLINGS, in his directions "How to pick out a good hoss," says: "Good horses are skarse, and good men, that deal in any kind of hosses, are skarser. 'An honest man iz the noblest work ov God.' This famous saying was written in great anguish of heart, by the late Alexander Pope, just after buying a good family hoss."

A LADY, who had a great horror of tobacco, got into a railroad carriage, the other day, and inquired of a male neighbor: "Do you chew tobacco, sir?" "No, madam, I do not," was the reply, "but I can get you a chew if you want one."

EDITORIAL TABLE.

VALEDICTORY.

My editorial connection with this journal ceases with this number. In thus severing the last official link that binds me to the teachers and school officers of California, my mind reverts with unalloyed pleasure to the intercourse which has subsisted between us during the last four years. In them, I have ever found indulgent critics, firm supporters, and generous friends. Their good will has cheered me in the midst of arduous labors, and compensated me for many of the annoyances that inevitably attend official life. To one and all, I bid a kind FAREWELL.

O. P. FITZGERALD.

TEHAMA COUNTY TEACHERS' INSTITUTE.

We (ex-State Superintendent) regret that sickness prevented us from attending this Institute, as we proposed to do. From the proceedings, as reported in the Red Bluff *Sentinel*, we infer that Superintendent Vestal's first Institute was a success. Among the resolutions passed, were the following:

Resolved, That it is the duty of all teachers to prepare themselves upon each lesson previous to recitation.

Resolved, That the practice of using our public school houses for other than school purposes, should be discontinued.

Resolved, That the studies, composition and drawing, should receive more attention in our public schools than they do at present.

Resolved, That the marking system is a most efficient aid to school government, and conducive to a higher degree of scholarship.

Resolved, That a Compulsory Education clause ought to be incorporated in our School Law.

Resolved, That the influence of every teacher should be exerted to secure better school-houses and school apparatus.

Resolved, That no person should be allowed to qualify for teaching who uses tobacco in any form.

Resolved, That the County Superintendent be recommended to refuse to renew the certificates of such teachers of this county as have not attended this Institute, unless sufficient reason be given for non-attendance.

A resolution in favor of Wilson's Readers was *rejected* by the Institute. Monteith's series of geographies were recommended "on condition of revision." It was moved and carried "that some other series of grammars, coinciding with Webster's Dictionary, be substituted for Brown's," and that the other text books be retained.

Superintendent Vestal was made the recipient of a handsome volume of poems as an expression of regard from the teachers. Mr. W. H. Mays, the Secretary, got up the minutes in good style for the *Sentinel*, from which we gather these items.

STATE NORMAL SCHOOL.—The first term of the State Normal School for 1872, begins June 18th and ends October 24th. The second term begins November 6th and ends March 29th, (1873.) There has been no change in the corps of teachers. We believe it is expected to open the next session in the new Normal School building, which will be a cause of rejoicing to its friends everywhere. We extend congratulations in advance.

"THE NEXT STEP."

[The last Legislature failed to do its duty, and this "next step" was *not* taken. Great disappointment is everywhere felt. The work of equalizing the benefits of education will devolve upon others hereafter. In the meantime, the children of the poor in the poor and sparsely settled localities must grow up in comparative ignorance.

I reproduce this argument and plea because I feel that the agitation of this question should not be permitted to rest until *all* the children of the State are provided with the facilities for obtaining an education. O. P. FITZGERALD.]

While in our centers of wealth and population the children have the advantage of a full school year's instruction, with the best facilities for learning, truth compels the confession that for the more remote and sparsely settled districts of the State our present system is shamefully inadequate, and is but a pretence for popular education. Under the present system many districts can maintain schools only from three to six months of the year. No one need be told that such fragmentary bits of instruction are only a little better than none at all. During these short school terms the pupils of such schools only get fairly started in their studies, to be turned out for the greater part of the year, forgetting what little they had learned, and then coming back after this long and ruinous interval to commence again at the former starting place, at the foot of the hill of knowledge, under a new teacher—the old one having sought a new place rather than attempt to live on the hope of another three or six months' school next year. This is but a sham, a waste of the public money, and a flagrant injustice toward a portion of the children of the State. There are very many of these schools thus revolving year after year on the axis of a defective system, making some motion, but scarcely any real progress. In a State system of public instruction should not all the children of the State be treated alike? As a good mother, she should dispense the blessings of education with an equal hand. The remedy for this great evil and injustice is obvious: *Let all the property of the State be taxed to educate all the children of the State.* This is the chief point that should now engage the attention of those intrusted with the management of our public schools. The public mind is prepared to welcome legislation for this purpose. The people are ready to sustain any practical measure that will give them a thorough instead of a partial public school system. The principle involved is already recognized in our present school law. The ten per cent. ad valorem State school tax is an unequivocal recognition of the principle that the property of the whole State may be taxed for the benefit of all parts of the State. All that is needed, therefore, is the extension of the practical application of the principle. If it be objected that the taxation of all the property of the State for all the children of the State would be attended with inequality, some localities paying more than their proportion of taxes into the general School Fund, the answer is, that according to the theory already adopted the State is the educational unit, therefore it must act as a whole, and not partially, in disregard of the avowed theory on which our system is based. As a complete organism, the good of each part is the good of the whole State. There is a fallacy in the assumption that the benefits of education are confined to the particular individuals or localities directly affected by the expenditure of the proceeds of local taxation. The benefits resulting from the diffusion of intelligence by means of education in the public schools affect the entire body politic. The dollar contributed by San Francisco

judiciously expended in Plumas for education is no less a benefit to the former than to the latter. It is equally evident that the evils resulting from the prevalence of ignorance and vice in any neglected locality cannot be merely local evils. The virus will spread through the whole organism, and the results will be seen in the criminal courts, jails, hospitals, and insane asylums everywhere. If the State has the right to tax all her citizens equally to maintain State prisons, institutions for the insane, the deaf, dumb, and blind, and orphans, where is the wrong in imposing a tax for education for the whole State, that will lessen all these burdens resulting so largely and so directly from crime consequent upon ignorance?

There is another aspect of this question that deserves consideration. The disabilities of the present system fall upon the frontier and thinly settled districts of the State. The result is that our hardy pioneers, who lead the march of American civilization, extend the area of freedom, subdue the wilderness, and incur the hardships and dangers of frontier life, are, as the reward of their enterprise, energy, and courage, compelled to pay the penalty of seeing their children grow up in ignorance. Such disability may in some cases be inevitable and invincible, but there are in California but few of these children of the border who are beyond the reach of the beneficent hand of the State. Justice and sound policy require that the poorest barefoot boy of the humblest citizen in the poorest district of the most impoverished county should have as abundant facilities for a common school education as the son of the richest citizen of the most opulent city in the State. The fundamental purpose of a public school system is to insure the education of all the children of the State. The chief recommendation of such a system is that it secures the advantages of education to those who can be reached in no other way. If it fails in this it fails essentially to accomplish its highest end. Our system, then, is at present a partial failure. It is not the part of wisdom to ignore such a fact, looking only on the bright side of the picture. It is not honest. While singing the usual pæans of praise to our public school system, and rejoicing, as we legitimately may, in its benefits, such facts as these remind us that we still fall short of a perfect system, and that much work, wisely planned and earnestly executed, remains to be done.

Let us at once remove the reproach. Let us not console ourselves with the ignoble reflection that sister States—some even of those which challenge the admiration of the world for the efficiency of their public school systems—are in this respect no whit better than we, advancing with the same halting movement, and showing the same dark spots upon the map of their educational achievement.

We are not fatally and finally committed to any of the existing defects of our system; we are not committed to a partial system of public instruction—partial both in the sense of incompleteness and injustice. Rather are we not committed by our oft-repeated assertions of the necessity of the universal diffusion of intelligence in a government of the people like ours; by our boasts and our promises; by every consideration of sound policy, consistency and justice; are we not committed, in honor, conscience, and duty, to prompt and efficient action in this matter?

Rash and hasty action is to be deprecated in dealing with an interest so sacred and vital as the education of all the children of the State. Movements that are ill advised will come to confusion; movements that are in advance of public

opinion will be followed by reactions; but here there is no occasion for mistake, no danger of reaction. The principle upon which action must be based is already embodied in our legislation and approved by the people. A prudent boldness of movement is demanded. This whole subject will be presented to the Legislature in tangible form, and the hope is confidently entertained that its action will be marked by that liberality, patriotism and sagacity that have hitherto distinguished their predecessors in dealing with the subject of popular education.

In accordance with the foregoing views the school law was amended by the last Legislature so as to provide for an eight months school in all districts having more than twenty-five school children and seventy-five thousand dollars worth of taxable property. Following are the sections relating to this matter:

SEC. 98. The County Superintendent in each county shall, on or before the first day of March in each year, furnish to the Board of Supervisors and Tax Collector, respectively, an estimate in writing of the cost of maintaining a free school for eight months in each School District in the county, together with the cost of incidental expenses and necessary repairs; and also an estimate of the amount of public money, both State and county, to which each district will be entitled during the year, and the amount necessary to be raised in each School District to support a school eight months.

SEC. 99. The Board of Supervisors in each county shall, after receiving the assessment roll from the County Assessor, and before the first Monday in September of each year, levy a special school tax upon the property in each School District in which there shall be a deficiency, as shown by the written statement of the County Superintendent, for an amount which, together with the State and county money to be received, shall be sufficient to maintain the school (or schools) for eight months during the year; and said tax shall be equalized and collected in the manner provided for equalizing and collecting State and county taxes. The Collector shall pay over the money so collected to the County Treasurer, who shall place it to the credit of the respective districts from which it shall be collected, as a special deposit, and pay it out on the warrant of the County Superintendent in the manner provided for the payment of State and county school money.

SEC. 100. Any School District whose taxable property does not exceed seventy-five thousand dollars, and containing not more than twenty-five children between the ages of five and fifteen years, shall, on a proper showing of the facts, be exempted from the requirement to maintain a free school eight months.

These provisions are inadequate to the accomplishment of their intended purpose, and that purpose was far short of the demands of patriotism and justice. The law is defective in that it does not define with sufficient clearness the duties of the several officers required to execute it. The principal defect is the omission to provide for the proper assessment of the tax for the eight months school in the districts coming within the provisions of the law. While in some counties of the State the law has been put into successful operation, and is working admirably, in others it is almost or altogether a dead letter. The Supervisors in some cases have been in doubt as to their duty; in others, it is to be feared there was an indisposition to perform it. The disposition on the part of local authorities to shirk the disagreeable duty of levying taxes of this character is so often exhibited, that it is necessary to define their duties with great exactness, and also to impose penalties for neglect. But even if the law were operative to the fullest extent, it is insufficient to meet the wants of the public schools. It fails to meet the essential requirements of a proper school system, excluding from its operation those very districts—the poor and the weak ones—that should be the especial

beneficiaries of a system of public instruction. The section exempting districts having less than a specified minimum of school children and taxable property, was inserted at the suggestion of the representative of a mountain county, (Mr. Martin, of Siskiyou). Its object was to protect such districts from oppressive taxation, and taken in connection with the other sections with which it is connected, was, perhaps, necessary and proper. The cost of maintaining an eight months school would overtax the resources of such districts under the existing system. The relief needed is to be found in a change of the system itself. This change, in my judgment, should be to State taxation for all the State alike, as explained in the foregoing chapter of this report. This would be in complete harmony with our theory of a State school system; taxation would then be more equal, and the cost of collecting one tax by the State would be much less than the cost of collecting three separate levies—State, county, and district for the same purposes. Though thus confessedly imperfect and inadequate, this qualified provision for an eight months school was a very important measure, and in the end will be productive of vast benefits. Its direct and positive benefits in those counties in which it has been put into successful operation have been so great as to elicit the warmest expressions of approval from the County Superintendent, Trustees, teachers, and patrons of the public schools. The chief benefit from this measure, however, arises from the fact that it was a pioneer movement in the right direction. It has familiarized the public mind with enlarged ideas of popular education, and has prepared the way for the next step in the progress of California toward a complete, equitable, and effective public school system. It may be considered in the light of a reconnoisance; the next movement will be a direct and victorious assault upon the stronghold of injustice and partiality.

A scheme for remedying the evils of our present system and extending the blessings of education alike to all the children of the State has been presented to the educators of California and extensively discussed. At the State Teachers' Institute held in San Francisco, November seventh to eleventh, eighteen hundred and seventy-one, this scheme was elaborately considered and a committee was appointed to put the matter in shape for legislative action by the present Legislature. The subject was introduced to the State Institute in an elaborate address by Grove K. Godfrey, Esq., the veteran County Superintendent of Siskiyou County. His scheme was substantially embodied in the following provisions, which are extracted from his address:

I would strike out sections ninety-eight, ninety-nine, and one hundred of the school law and exempt no district, poor or rich, great or small, from the requirement to maintain a uniform term of nine months school, and would amend section ninety so as to read as follows:

"SEC. 90. The County Superintendent in each county shall, on or before the first Monday in January in each year, furnish to the Board of Supervisors an estimate in writing of the cost of maintaining a free school for nine months in each School District in the county, together with the cost of incidental expenses and necessary repairs, and also an estimate of the amount of State school money to which each district will be entitled during the year and the amount necessary to be raised for each district to support a school nine months, regardless of the number of children.

"SEC. 91. The Board of Supervisors (except in the City and County of San Francisco) of each county shall annually, at the time of levying other county taxes, levy a county school tax upon the taxable property of the whole county in which there shall be a deficiency as shown by the written statement of the

County Superintendent, for an amount which, together with the State school money to be received, shall be sufficient to maintain all the schools in the county a uniform term of nine months during the year; and said tax shall be equalized and collected in the same manner provided for equalizing and collecting State and county taxes.

"SEC. 92. The Collector shall pay over the money so collected to the County Treasurer, who shall receive it as a special deposit and pay it over on the warrant of the County Superintendent in the manner provided for the payment of State and county taxes. If the Supervisors fail to levy said tax as herein provided, then the Auditor shall levy the amount of said tax as herein provided and add the tax to the assessment roll. In case the Supervisors and Auditor shall refuse or neglect to levy the amount of tax herein provided, the Superintendent of Public Instruction shall deduct five per cent from the next succeeding annual apportionment of the State School Fund due to that county and shall withhold it and apportion it to other counties of the State."

In explanation of this scheme it is added:

Should the Legislature adopt this theory the rate of county school tax ought not to be a fixed number of dollars on a hundred all over the State, but it should be adjusted to a certain per cent of taxable property on the amount to be raised in each respective county. Some of the counties would require a greater levy, and others less, just according to their wealth and the cost of maintaining all the schools upon the statement of the County Superintendent.

One advantage claimed for this scheme or plan is, that it brings the matter more directly home to the people, and is therefore more in harmony with the genius of American institutions than would be a system directly under State management. It is also urged that the representatives of the people in the Legislature would never venture to impose a direct tax upon the property of the whole State sufficient for the purpose.

To the first point it may be replied that our system already recognizes the State as the educational unit in express terms, and our practice should conform to the theory we have adopted.

The opinion that the Legislature would not venture to impose a sufficient direct State tax is at once an impeachment of the intelligence of the people and the courage of their representatives. The people will not be frightened at the amount of the State school tax because it comes in one demand instead of more; but if, as can be shown to the satisfaction of any intelligent mind, the amount they are taxed is diminished rather than increased by the State system proper, they will welcome the advent of that system. The money to maintain our free public schools comes out of the people's pockets, and what they want is the cheapest mode of collecting and the most equitable and efficient methods of disbursing it. It is proposed by the advocates of what, for the sake of distinction, may be termed the "County System," to materially increase the general State school tax so as to divide the burden somewhat with the counties. I fail to perceive any good reason why we should not go another step forward, and have the whole State assume the task of providing tuition for all the children of the State. Thus far we should go; thus far we will go—if not now, at some time not very far in the future. Further than this the most ardent friends of State education do not propose to go. It is not intended that there shall be any interference with the right and duty of each locality to build and furnish its own school houses. It is proposed only that the State should furnish tuition according to a principle and by a plan which will give equal advantages to the children of all communities in which there is a public school organization.

It may be said in behalf of this county system, that it is substantially that which is in operation in San Francisco, where the most satisfactory results have been secured. Every school district in San Francisco City and County has a full ten months school, the poorer outside districts among the sand hills equally with the richest and most populous districts in the heart of the city. Nobody has ever been heard to complain of this as an injustice. On the contrary, the efficiency of our San Francisco public schools is the boast and pride of our people. It is rightly argued that a principle that is right for San Francisco, and that works so beneficially, cannot be wrong or injurious when applied to other localities. The peculiar wants of a great commercial city may require some special legislation, but the principle of uniform taxation for the benefit of all the people alike is as applicable and will work as beneficently in one county or city as another.

I perceive and have thus freely conceded the merits of this county system, while I prefer the principle of State taxation for the tuition of all the children of the State. Either of these schemes would be vastly superior to that now in operation. The Legislature will fail to discharge a manifest duty should it not act upon this matter. The State, through its honored and trusted representatives, will not turn a deaf ear to the thrilling appeal of her children for that justice and those equal benefits which are denied to them now.

EDUCATIONAL ITEMS.

INDIANA.—The State Normal School at Terre Haute graduated its first class on the 19th of March. Move up, ye "Hoosiers!"

MR. DISRAELI was recently elected Rector of Glasgow University, and delivered his inaugural address April 1st.

THE Prince Imperial of France is about to be entered at Harrow School.

GEORGIA PUBLIC SCHOOLS.—The number of public schools established under the present school-law, as reported to January 1, 1872, is: White schools, 1,575; colored schools, 280; white pupils, 66,568; colored, 14,412; total schools, 1,855; total pupils, 80,980.

HARVARD UNIVERSITY has lately established the degrees of doctor of philosophy and doctor of science. The latter is to be conferred upon bachelors of science who shall have resided at least two years at the University, and have pursued during three years a course of scientific study in at least two subjects. Candidates for the degree must pass a thorough examination, make some contribution to science or some special scientific investigation. Persons who are both bachelors of art and bachelors of science may receive the degree of doctor of science after a two years' course of study.

THE USE OF THE BIBLE IN SCHOOLS.—The present Board of Education in Davenport, Iowa, have taken a stand which has not been previously taken by any educational board. At a recent meeting, it was unanimously agreed that the Bible, as a whole, cannot with propriety be used as a school reader; that the discretionary selection, by teachers, of passages to be read in schools, opens the door for sectarian bias, and that teachers should be engaged without reference to their theological views; that teachers are not engaged to teach their religious views, and for other minor reasons. Therefore it was resolved, that equal rights, spiritual

freedom, and the best interests of religion would be promoted by discontinuing the enforced reading of the Bible in schools "which all are taxed to support." Other resolutions in the same spirit were agreed to, and printed copies of the resolutions were directed to be mailed to each of the senators and representatives of Scott county.—*Rock Island Argus.*

In an item on California, the *National Normal* says: "Strongest favor seems to be for a uniform State tax for the support of a uniform term of not less than eight months. This is undoubtedly the most effective, the least expensive, and really the most equitable." This is a correct view of the subject, and will prevail ultimately.

A teacher in one of the schools in Belmont had up a class of four and five-year olds, and was trying to teach them the names of the days of the week. After practicing them a while, he asked a five-year old girl, "What day is this?" "Washing-day," was the quick reply.

An Italian journal states that in Bavaria, there were found but seven illiterate conscripts in a hundred, while in France twenty-three in a hundred were illiterate. It is estimated that the number of illiterate persons in Holland is but three per cent. of the population. In Sweden, only one adult in a thousand cannot read and write, and in Wurtemburg there is not a peasant or servant who cannot read, write, and keep accounts.

Saxony.—A novel and most interesting experiment in the field of elementary instruction has just been resolved upon in Saxony. Hitherto, as everywhere else, so in that small but highly-developed kingdom, the youth of the lower orders, upon being apprenticed to a trade, have been left at liberty to forget the little they have learned at school. Attendance at Sunday schools and evening instruction provided by the State and charitable societies was perfectly optional. By a law just passed this liberty is abridged, and compulsory attendance at evening schools exacted for a period of three years.

Mrs. Colt, the widow of Col. Colt, of revolver fame, is building a $60,000 school-house in which to educate the children of artizans engaged in her factories. Following in the footsteps of her husband, she believes in "teaching the young idea how to shoot."

Washington and Lee University.—About three years ago Mr. Peabody transferred as a gift to this Institution his claims on the State of Virginia. There were some obstructions to the prompt settlement of these claims, arising from the loss of the original documents on their passage from London to Richmond, and from other complications. The authorities of the college have made various efforts to induce the Legislature to examine the nature of the claims. That body twice referred the matter to a special committee, who, however, did nothing, and at their own request were finally discharged from its consideration. By a recent act the subject has been referred to the Richmond Circuit Court for adjudication; and there is a reasonable prospect of a speedy and satisfactory termination of the case.—*Morton's Monthly.*

Tennessee State School Fund.—A new movement is on foot to create an immense public school fund. The organization which has taken the initiative in the scheme announces the programme to be: 1. To secure the enactment of a prohibitory liquor law; 2. To raise by methods of subscription $2,000,000. From

the *Herald and Tribune* we learn that about $4,000 have already been subscribed in Jonesborough alone, and it is expected that Washington county will give $100,000 altogether. Col. Killebrew, the agent appointed by Dr. Sears, custodian of the Peabody fund, is actively canvassing the State, and is arousing the people to a proper appreciation of the advantages of a common-school system.

RESIGNATION OF MR. MARKS.—Mr. Bernhard Marks, Principal of the Lincoln Grammar School of this city, has resigned his position, and will henceforth devote himself to other pursuits. The educational corps sustains a great loss in the retirement of Mr. Marks. His place will be hard to fill. Pre-eminent ability, energy, courage and judicious progressiveness have marked his professional career as a teacher. We wish him all prosperity in his future life.

PACIFIC METHODIST COLLEGE, SANTA ROSA.—The Commencement exercises of this school took place May 23d. Two were graduated—Miss Ada Millington and John W. Haile. The large concourse of people in attendance were delighted with the exercises. The success of this school has exceeded the most sanguine expectations, 196 pupils having attended it during the term just closed. The late junior editor of the TEACHER, Prof. A. L. Fitzgerald, will continue in his present position as its President. His associates in the Faculty are Profs. Smyth, King, Hardy and Zellner, and Mrs. Parks.

BOOK TABLE.

THE UNITED STATES READER. Embracing Selections from Eminent American Historians, Orators, Statesmen and Poets, with Explanatory Observations, Notes, etc. The whole arranged so as to form a complete Class-Manual of United States History; to which are added a Vocabulary of Difficult Words and a Biographical Index of Authors. By JOHN J. ANDERSON, A. M., author of a "Grammar School History of the United States," a "Pictorial School History of the United States," a "Manual of General History," a "History of England," "The Historical Reader," etc., etc. New York: Clark & Maynard, Publishers, 5 Barclay street. 1872.

The "idea" or plan of this work is original, and happily executed. Its ample title-page indicates its contents and intended uses. It may safely be said that Prof. Anderson has made another good book in the particular line suited to his genius. The publishers have brought it out in the best style. We shall put it to use immediately.

SANFORD'S PRIMARY ANALYTICAL ARITHMETIC. Philadelphia: J. B. Lippincott & Co. 1872.

This little book is well suited to induct young children into a knowledge of the elementary combinations of numbers, and give facility in applying them practically. It is the work of an eminent practical teacher. We commend it without reserve. From A. Roman & Co., San Francisco.

THE MUSIC TEACHERS' ASSISTANT. A new and easy System for imparting the knowledge necessary to understand the Pitch and Intervai, while transposing the Major and Minor Scales, By Dr. T. CROSSETT, as taught by him in the Public Schools of San Francisco. No. 1—Melody. San Francisco: Published by A. L. Bancroft & Co. For the Author. 1872.

The success of Dr. Crossett as a music teacher in the public schools of San Francisco furnishes a strong presumption in favor of his method as given in this little work. Competent authority pronounces in its favor. (Music is not considered our *forte*.) Bancroft & Co. have printed it in excellent style.

PALE INK.—We have before us the proceedings of a County Institute written in ink so pale as to be illegible in many places. Don't use pale ink—especially, in writing for the press. The printer's soul is vexed by it—or your soul will be vexed by the non-appearance of what is thus written. *Verbum sat.*

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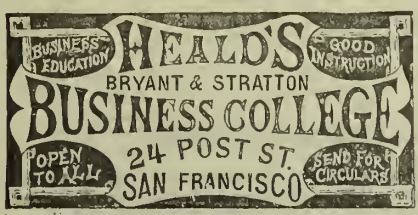

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**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.

Exercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law, Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

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